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STATE TEACHERS' ASSOCIATION

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REPORT ON A PROFESSIONAL ESTABLISHMENT OF THE STATUS OF THE TEACHER.

Read at the meeting of the Wisconsin Teachers' Association, Madison, Dec. 26, 1882.

BY PRES. J. W. STEARNS, WHITEWATER.

The question, "Is teaching a profession," ought to mean something more than an idle dispute about names and titles. Although we accept without objection such phrases as "The mercantile profession," and only smile at "The profession of an auctioneer," and "The tonsorial profession," we should not think it worth while to inquire "Is politics a profession?" "Is journalism a profession?" "Is teaching a profession?" unless the term were used in a stricter and more critical sense. What that sense is must be determined by examining the three professions which, by general consent, have long borne that designation.

The most obvious distinction of law, theology and medicine is that each of them possess a body of professional doctrine peculiar to itself, with which one must be acquainted before he is admitted to practice. This doctrine is especial, distinct from and additional to the general culture which makes the educated man. It is professional in that it forms the basis of thought and action in one special line of activity.

If we examine this body of doctrine more closely we find that it has been, in each case, a slow growth; that is, it is in one point of view empirical, and has been gradually built up out of the accumu-

lations of experience. From this fact arises the necessity of that historical study of law, theology and medicine which forms so conspicuous a part of the professional courses of study. By tracing the historical development of the doctrine he is to practice, the neophyte enters more fully into its meaning and value, learns to avoid many false and partial views whose defects have been shown by past experience, gets an insight into its tendencies, catches its spirit, and thus comes into the intellectual life and movement of his profession. The professional spirit is not put on like a garment, but is nourished in the soul by communion with the life of the profession.

On the other hand, this body of doctrine is scientific, or philosophical, in that it rests upon broad general principles, which have been deduced from the study of the accumulated empirical knowledge, and which in turn serve as guides to action. Differences in the general principles adopted give rise to different schools of medicine or theology, whose divergence does not destroy the value of the professional spirit, but on the contrary, contributes to breadth and variety of experience, and thus to the broadening and enrichment of the body of professional knowledge. The professional spirit and organization lead to the gathering, systematizing and interpreting of this experience, which would otherwise remain sporadic and meaningless.

Professional skill grows upon professional knowledge. It is ability to apply the doctrines to the varying and complicated conditions of actual life, and is developed and perfected only by experience. A trade is acquired by practice rather than by study, by the rule of thumb rather than the rule of reason; it consists in the mechanical doing of that which one has by practice acquired skill in doing; and therefore the preparation for it consists more in the training of the hand and the eye than in the training of the mind. Professional skill, on the other hand, depends more on the training of the mind than of the muscles, relates, in general, to matters that require insight, reflection and practical wisdom, and springs directly from a thorough acquaintance with a body of special scientific knowledge, in the right and thoughtful application of which it essentially consists.

In addition to this fundamental peculiarity of the three occupa-

tions of which we are speaking, we find that each of them has a code of professional morals, which prescribes the line of conduct to be pursued in many cases, and condemns certain modes of action as unprofessional. This code is made effective not only by the general spirit of those engaged in these callings, which is doubtless a great restraining power, but also by some form of professional organization.

One of the most hopeful signs of educational progress at the present time is the effort manifest in many quarters to develop a literature of education, and to gather up and formulate a body of educational doctrine. There is an unwritten code to which all good teachers, as the result of their personal experience, substantially conform. Is it not possible to put this into clear, succinct form, so that it may be of avail to the beginner, who now enters upon his work blindly, with no well defined aims and no formulated thought to guide him? Does one know by intuition how to organize and manage a school? how to apportion work to the wants and capacity of all? how to give instruction, which, by its adaptation to the mental condition of each pupil, shall best promote his healthful mental development? how to manage all the processes of recitation so as to secure fully the ends which ought to be attained? how to create a wholesome moral atmosphere in a school? how, in short, to perform all the delicate and complicated duties which fall to the teacher? It is doubtless true that a school cannot form an experienced teacher, any more than it can make an experienced lawyer or doctor; but can it not do for him what the school does for the lawyer and doctor — teach him the principles that underlie his work; make him thoughtful and critical in doing it; familiarize him with the historical growth of theories and practices, and give him preliminary training — call it clinics, or moot-courts, or practice work — to start him in the intelligent application of what he learns, and at least begin the development of professional skill?

Strictly professional instruction for the teacher ought to embrace, at least six subjects : (1) School Economy, including care of school house, ventilation, etc., school organization, and school management. (2) School law, and the general discussion of the school system, relation of its parts, aims, etc. (3) Didactics, or the practical application of the principles of mental science to the art of

teaching. (4) History of Education. (5) Methodics, and practice teaching in different grades and branches of school work. (6) School supervision and superintendence. I am convinced that systematic instruction on these several topics will tend not only to make school teachers more thorough and intelligent in their labors, but to the growth of systematic knowledge on these several topics, and to a wiser and more progressive criticism of school work. It will tend directly to make teaching a profession. When it is generally recognized that teaching requires serious study and training in order to enter upon its duties, it will be taken up with more seriousness of purpose, and less lightly abandoned ; and it will present to the serious and thoughtful a career worthy of their ambition and effort.

If this is so, such instruction should be provided in this state in a purely professional course, open to those who, like the graduates of our colleges, have met the requirements of law so far as academic studies are concerned, and should be made equivalent to the two years' experience now required of them before granting them a full state certificate. Such teaching and practice work under supervision ought to be more fruitful of wise and thoughtful methods than two years of empirical labor—of finding out by the rule of thumb; and looking to our schools as a whole, it cannot be doubted that the plan would be better for them. Our school boards are right in calling for experienced teachers. Looking to the hap-hazard processes by which the beginner learns his art, and at the charge committed to them as the means for him to learn it, they feel what the Germans say: "The material is too noble."

Criticism upon school work in order to be valuable must be founded upon knowledge. It must be built upon something more definite than general impressions, if it is to be helpful to the individual teacher and beneficial to the school system. In every calling there is a good deal of what might be called "instinct knowledge," that is, knowledge that cannot be formulated in words but grows out of experience, like the tradesman's knowledge of the value of the cloths in which he deals as he passes his hand over them. And very valuable, indispensable this knowledge is. Helpful criticism of others cannot, however, be founded upon it. For this, formulated knowledge, knowledge that can be put into definite language,

is requisite. No conscientious person whose position calls upon him to criticise the work of others can have failed to feel keenly the need of such knowledge. May it not be safely said that the experience of superintendents fully confirms the opinion that those who are appointed to this delicate and difficult position should be teachers themselves? Under our political system it usually happens, by the time the superintendent has learned through his own experience to discharge his duties well, he must give way to a successor, and hence it becomes all the more desirable that only those should be eligible to the office who already have the requisite knowledge. His duties as a critic of school work are hardly less delicate and difficult than those which fall upon him as examiner of teachers. In the discharge of the latter he sets a standard not only of the amount, but also, which is far more important, of the *kind* of knowledge which the teacher must have, and thus his standards give character and direction to the work of the school. We need to repeat to ourselves continually the truth that the set of our whole system is determined by the examination tests we establish. And here I shall make use of the words of Prof. Huxley, who says of himself, by way of introduction, "I am an old examiner, having, for some twenty years past, been occupied with examinations on a considerable scale, of all sorts and conditions of men, and women too,— from the boys and girls of elementary schools to the candidates for honors and fellowship in the Universities." He is, therefore, a competent witness, and one whom experience inclines to regard examinations as "necessary evils," "like fire, a good servant, but a bad master." He says: "There is a fallacy about examiners. It is commonly supposed that one who knows a subject is competent to teach it; and no one seems to doubt that any one who knows a subject is competent to examine in it. I believe both these opinions to be serious mistakes; the latter perhaps the more serious of the two. In the first place, I do not believe that any one who has not been a teacher is really qualified to examine advanced students. And in the second place, examination is an art, and a difficult one, which has to be learned like all other arts." He goes on to say that unpracticed hands set too difficult questions, and so fail to get "information respecting the mental vigor and training of candidates from the way in which they deal with ques-

tions easy enough to let reason, memory and method have free play." The recent circular of the State Superintendent on teachers' examinations is a gratifying indication of the progress of opinion among us on this important matter.

Steady growth in this direction among the teachers and superintendents of the state will render more and more efficient that wise provision of the statutes which requires candidates for certificates to be examined in the theory and art of teaching. How much shall be made of this, as of the other requirements of the statutes, depends, in part at least, upon the progress of opinion in this body. Here is the professional establishment, and whatever tends to render its opinion more uniform and more efficient will promote, in the most effective manner possible, the professional establishment of the status of the teacher.

Another consideration leads us to the same result. The State Superintendent's report brings to our notice, year after year, the fact that the great majority of those who are in charge of the teaching work of the state hold only third grade certificates. The following statistics for four years show the situation clearly enough:

Year.	Certificates.	1st Grade.	2d Grade.	3d Grade.
1877	9,376	241	787	8,261
1878	8,930	317	863	7,750
1879	9,154	257	736	8,079
1880	9,085	216	736	7,627
Totals	36,545	1,031	3,122	31,717

In round numbers, about five-sixths of the certificates issued each year are of the third grade. Even though we make allowance for the fact that the certificates of higher grade have longer life, so that the proportion of teachers of the different grades is not represented correctly by this statement, it must still be acknowledged that these figures present one of the gravest elements involved in the question, "Is teaching a profession?" The poverty of some school districts, the unprogressive character of others, the short duration of the school year, and the change of teachers every

term, are the chief causes of this state of things; and the consequences are that teaching, in this rank, is in general a mere makeshift employment. If third grade teachers could be separated from the other classes in the published statements, a most gratifying increase would undoubtedly be shown in the average length of teaching service. In fact, the teaching profession, as such, in permanency, professional knowledge and professional spirit, is growing up above this grade, and is the result in great part of the gradation. What can be done to diminish the numbers and increase the efficiency of third grade teachers must be found out slowly by the study of experience. Some lines of inquiry may be suggested: Can the institutes be made more serviceable in this particular, and an institute standing in teaching knowledge, be made a pre requisite to a third grade certificate? Can a practical plan of professional study for at least six months in the school of some teacher approved for the purpose by the superintendent, be devised, either as a supplement to the institute, and an occasional substitute for it, or as a wiser and safer measure? Is it possible to increase the demand for better qualified teachers, and the readiness to pay the additional amount necessary to secure them? The radical defect in district schools is that there is competition in the amount of salary paid, and none, or next to none, in the matter of capacity; can any step be safely taken towards providing a remedy?

It is sufficiently evident, from what has now been said, that complicated and difficult practical problems present themselves for solution when we enter upon the question "How can teaching be made a profession?" They cannot be solved at once, and it certainly is desirable that the ripest wisdom of the teachers and superintendents of the state should be brought to the study of them. "A professional establishment of the status of the teacher" must be a growth under the conditions established by the relations of the work in which we are engaged. Its intimate relation to the best welfare of the state make it indispensable that any important changes proposed should be effected through legfslation. The teachers of Wisconsin can influence legislation in proportion to their practical wisdom. This association must be the organization through which they work. The creation of a permanent advisory committee, to whom, at the pleasure of the association, practical

matters might be referred for study and report, would aid materially the growth of unity of opinion and wisdom of action in this body. The committee should be permanent, that it may have in itself the history of opinion in this body and in the state; that it may have regular times of meeting and conference; and that it may acquire weight in the estimation of the association. The change of one member each year would still leave it in the power of the association to mould its character as desired.

The recommendations of this report may be summarized as follows:

I. The formation of a permanent advisory committee or board of this association, to whom important practical questions may be referred for study and report.

II. The limitation of the superintendency to those who have had experience either as superintendents or teachers.

III. The establishment of a purely professional course, under proper limitations and with proper privileges, at some point in the state.

OUR HIGH SCHOOLS.—THEIR MERITS AND DEFECTS.

Read at the Meeting of the Wisconsin Teachers' Association, Madison, Dec. 27, 1882.

BY PROF. J. H. TERRY, MINERAL POINT.

Seven years have elapsed since the law creating the Wisconsin free high school began its operation. From 21 schools organized under the provisions of the statute in 1875 the number has grown to 117 as enumerated in the last annual report. In view of this rapid growth as well as the prominent place this class of schools has come to occupy, and the importance of the functions they are designed to discharge, there is no extravagance in the claim for the high school law that it has added a new department to the system of public education of the State. Intrenched strongly in the popular good-will, there is little risk in the prediction that whatever may be the course of legislation in the future, this department will be permanent, With enough of its history on record to furnish a just estimate of its work, with a character established that may safely challenge severest scrutiny, with a prospect of permanence

so good that even adverse criticism cannot be destructive, but possibly beneficial, the high school has attained a position that may be considered favorable for investigation and discussion.

It is scarcely necessary to say at the outset that the prevailing features both good and bad found in all other classes of schools are fully exemplified in this. It is not in contemplation in this paper to enter upon a field so broad as the discussion of all these would open. Whatever is peculiar to the system comes properly within the province of this inquiry — there is room for little more. As the question of the relative importance of the several functions of the high school has received some attention from this Association in its previous meetings, its consideration will be omitted here; for whether its members are preparing for teaching, for other occupations, or for study in higher institutions of learning, there is a universally recognized object toward which all its efforts are directed, and on account of which, this, in common with all other schools maintained at public expense, has its only plea for existence — that is preparation of youth for the modes and habits of life that will insure intelligent and conscientious discharge of the duties of citizenship. Any reliable means that could be instituted for measuring the degree of success attained in the accomplishment of this object would furnish the fairest test of the efficiency of the system. But results of this character, capable of expression in statistics, are not obtainable, and even reliable estimates are impossible; yet it may be affirmed without risk of denial that the establishment of the high school introduced a most important factor into the collection of forces provided for the maintenance of right social and political principles.

With the progress of science and the accumulation of the products of investigation in every field of research, political questions, as well as those that pertain to the affairs of private life have been much complicated. The citizen, theoretically, and practically too at intervals, as very pronounced popular verdicts indicate, is the source of political power. Few who are familiar with the results wrought out by the average common school will admit that it puts the youth who attend it in possession either of those qualifications that will enable them to judge intelligently of such questions, or of that spirit of inquiry that will lead them to secure these qualifi-

cations after school days are over. The colleges and University send forth too few, and these too far removed in tastes and habits from the masses, to wield the influence that popular government needs to have constantly exerted for its own preservation and purity. The inference from this is *not* that the high school does, or even can reasonably be expected to do what the other classes of schools fail to do; its best friends are not sanguine enough to advance the proposition that it does or can furnish the equipment requisite for the intelligent exercise of the suffrage by any large proportion of the people. Too small a part of the children of the state ever get within its doors, and of those who do, the number who go beyond the first year or two of its course is too limited to justify any thought or hope of this kind. But there is reason for the belief that by means of the enlightened processes introduced through the influence of its trained teachers, enough leaven can be imparted to the body politic to leaven the whole lump.

As an agency for developing the public schools of the smaller villages the free high school is of unquestioned value. Local enterprise and public spirit have been adequate to the establishment of schools in most of the more populous towns that compare favorably with any organized under the high school law; but to the quickening influence of the statute must be ascribed the interest and pride that have in scores of small places supplanted popular apathy or even hostility. In these localities, definite plans, intelligent effort, and methodical division of labor have taken the place of aimless routine, and puerile invention. The inspiration whose source is at the head has affected all grades even to the lowest. The teachers through whose efforts the transformation has been wrought belong to a class as distinctly professional as any upon which time-honored usage has bestowed the epithet. Recruited largely from those who have enjoyed the highest advantages afforded by the normal schools, the teachers of the high schools have formed the chief instrumentality for transmitting to the masses of the people the benefits conferred by those institutions; while they have performed a scarcely less valuable service to the institutions themselves in the reflex influence they have exerted in commending them to the public by their own character and work.

But the advance that has characterized the whole educational

force since the enactment of the high school law, and is in some measure the result of that law, while affording much satisfaction, does not bear evidence of the final attainment of all that is desirable. The last census discloses the fact that there are in the State about 180 cities and villages containing over 300 inhabitants. There are 117 high schools, including all that have ever been so classed. More than sixty of the villages, it is safe to assume, are therefore without facilities very much better than those afforded by the neighboring country schools. Each of these is a center for a considerable population that is scattered over an area comprising a number of districts which maintain schools that would contribute to the membership of a high school were it established. The villages still smaller than these, and the districts wholly rural, are affected by the provisions of the law only in those cases where it has been the means of offering better advantages in the improved condition of some school that a few of their children may attend by going away from home. It may thus be seen that, while the high school is a good thing, we are in no present danger of having too much of it. That the system carefully planned to stand at the head of the primary schools of the rural districts should have been wrested from its purpose and grafted upon the graded schools of the villages and cities was a disappointment to its friends, but not a cause for serious regret. There is reason to believe that results nearly as valuable have been secured through the course the system has taken as would have come from that aimed at. It is a question whether the greater effort were not needed near the foundation, and whether the later movement to classify and improve the district school is not a necessary preliminary to the maintenance of the town high school. If the gradation of the primary schools, so earnestly advocated, reaches some fair degree of accomplishment, it is by no means improbable that the sentiment now so unfavorable to the high school project will be converted into zeal in its behalf.

Certain peculiarities belonging to different schools of this class, which are shown in the report from the office of the State Superintendent, and certain features which observation shows to pertain to the system, are suggestive of possible improvements. Three cities with a population of over 7000 each, in 1881 enrolled in

their high schools respectively 77, 72, and 49 pupils, and two others with over 3000 enrolled 65 and 17; while six villages with a number of inhabitants ranging from 725 down to 100 enrolled 186, 91, 72, 68, 64, and 59. Or, to place this peculiarity in a somewhat different light, five cities with an aggregate population of 30,000 have an aggregate enrollment of 280, while five villages with an aggregate population of 1600 enroll 449 pupils in their high schools. But as the schools selected for these comparisons stand at the extremes, the contrast may be more fairly shown by selecting as representatives of the two classes all those in cities of over 5000 and all in places of fewer than 600 inhabitants. The averages when taken in this way show 147 members each for the former and 54 for the latter; or with a ratio of about 1 to 50 in population there is a ratio of 1 to 3 in the enrollment of the schools. If one could be relieved of any suspicions that may be thrown upon the management of the high schools by this fact, he might congratulate himself on the discovery of a most satisfactory answer to the question why the country boy outstrips his rival of the city in the race for distinction. There is, at least, in these figures, an indication of great flexibility in the system—a most desirable quality when there is security against excess. But after allowance for attendance of non-residents upon the schools in the smaller places—an allowance which can be made reasonably exact by reference to the several amounts of tuition received by such schools—and allowance for somewhat higher standards of admission in the larger places than the minimum fixed by the State Superintendent, there remains a disparity between the two classes of schools not easily explained on any theory of uniformity in interpreting the law. Whether this difference implies necessity for modification of the system as it exists in the cities, or as it is found in the smaller villages, or in both, can be determined only by such investigation as can be extended through all the grades of these schools.

The reports made annually by their officers, and through the department of public instruction placed within reach of any one interested in them, while they afford valuable means for approximating to a correct estimate of the condition of any particular school, and comparing in certain features the relative excellencies of all, yet lack of necessity the degree of minuteness, and the uni-

formity in mode of preparation that are essential to perfect reliability as evidences of actual efficiency. It may well be questioned whether at the present time with its skillfully prepared forms for keeping exact records, the country school is not in a fair way to make a better exhibit of its true condition than its more pretentious neighbor of the village. Regularity of attendance, not the least important indication of character, is shown in these reports, so far as shown at all, by the two items enrollment and average daily attendance — a method which, owing to the attendance of a considerable number of pupils but one or two terms of the year, leaves the inquirer altogether in the dark as to the constancy and zeal with which those who are members pursue their work. Punctuality is not indicated. The actual degree of scholarship required for admission cannot be indicated in a report, nor can it, by any means now in use, be known to any one outside the school itself. Of the attainments of those who complete the courses of study, few besides their own teachers and schoolmates know anything. In the smaller villages, and sometimes in larger ones in which educational sentiment is on a low plane, it is no uncommon thing to find that the number of pupils who have reached the scholarship requisite for admission is too small to justify the use of the whole time of the teacher, while lower departments are overflowing. Under these circumstances regard for the welfare of the whole school leads to the admission to the room of the high school of a class not fitted for membership, and that which is popularly known as the high school consists of two distinct departments of which the lower is sometimes the more numerous. How the character of the school is affected by this arrangement, and whether there is an available remedy for any evils that may grow ont of it, no wisdom higher than that found in the vicinity is likely to be consulted in deciding.

The defects of the system implied in these facts, as well as some others that are not wholly peculiar to these schools, point to a necessity for some more active supervising agency than has been provided for them. This necessity gathers emphasis from several other considerations. The county superintendent, who is the only party to acknowledge any legal responsibility for their inspection, sees in the condition of his country schools much greater need of

his efforts, and consequently bestows his labor where it will do the most good. The few high schools in his district are assumed to be in the hands of those who fully understand their needs, and who are most capable of administering to them. The very small number of these schools in any one county render it impossible for this officer to secure through comparisons any specially valuable principles, or to deal in any way with them as a class. Under the operation of the present law there is frequently recurring danger that the choice for this office will fall upon some one who is not enough of an expert in this line of work to exercise any perceptible influence.

The assertion that every other class of institutions drawing their support from the public funds have more adequate provision for supervision than the high schools is not unwarranted by the facts. While the district schools have the constant attention of the county superintendent, the normal schools and the University are under the watchful care of committees of regents, and specially appointed examining committees. Local interest has not been considered sufficient for the needed supervision of these, so the wisdom of their founders has provided a central agency for the performance of this work; and with how good results no one acquainted with them needs to be reminded. Were the high schools that are organized in accordance with the statute placed under some similar management, there can be no question that their usefulness would be extended. Any change tending to greater efficiency in the system has for its support, not only pecuniary considerations, but also the welfare of the great number of persons whose interests are involved. Two and a half times as much money is expended as is used in the support of normal schools, and five times as many pupils are enrolled.

The ways in which an agency as the one hinted at could improve the character of these institutions are numerous.

Visitation would be the means not only of securing compliance with all legal requirements, and preventing excessive indulgence in crotchets either by officers or teachers, but of giving valuable suggestions and making possible to each school the use of the best features of all.

Reports to be made at stated intervals, and condensed for dis-

tribution by the proper authority would furnish an incentive for the most earnest effort, and extend to all parties interested information of the progress made.

Examinations of the various classes, especially those about to complete courses of study, would promote thoroughness, and greatly aid in developing among the patrons of the schools a sentiment favorable to solid acquisitions; and in those cases where morbid tastes have been cultivated, and where public interest is retained mainly by resort to displays foreign to the legitimate work of schools, would furnish a powerful corrective.

If the charlatan who obtrudes his presence into all other callings should assume the office of teacher and seek admission to this field, there would exist an agency for his detection and removal far more certain than any in immediate control of a particular school, because less subject to local influences.

These are some of the advantages that would apparently accrue from the establishment of some central authority. There are no doubt well grounded objections to such a plan, prominent among which and worthy of fullest consideration is the placing of a share of the responsibility in the hands of parties residing at a distance. While it is neither consistent with well-established principles of our school system, nor for other reasons desirable that the responsibility for these schools should be wholly transferred from local authority to a central one, or that they should be regarded as state institutions, there seems sufficient reason for the belief that some other than the local officers, some management invested with carefully defined powers not in conflict with theirs, and authorized to extend its labors and investigations over the whole field, would largely enhance the benefits derived from them.

The revolution that produced the free high school in Wisconsin is one that does not move backward. If the opinion that elementary schools alone can justly demand public support ever prevailed, it is fast giving way under influences generated by the success already achieved in higher education. The halting, uncertain movements that have thus far characterized legislation in behalf of the high schools will unquestionably be superseded by laws designed to give permanence to the system, as efficiency in the moral and intellectual improvement of society becomes a more widely

recognized result of their work. To the advantages which the normal schools, colleges and university derive from the high schools through their preparation of students, and the opportunities they offer to the graduates of those institutions to enter upon professional work, allusion has already been made. The mutual assistance rendered by all the different classes of schools is everywhere recognized by those interested in our educational system, and constitutes a strong argument in favor of any measure devised for the improvement of any one of its parts. The symmetry of the entire system, the proper relation of the several parts to each other — long a desideratum — will be fairly attained when each class of institutions shall reach the degree of excellence aimed at in its creation. The establishment of this class of schools leaves little to be desired in the gradation of the various classes of educational institutions of the State. The work yet to be done to perfect the connection between the elementary and the higher education, as clearly indicated by the existing condition of the high schools must lie in the direction of a better organization, a wider extension and a closer unity.

ENGLISH LITERATURE IN SCHOOLS.

Read at the meeting of the Wisconsin Teachers' Association, Madison, Dec. 27, 1883.

BY PRINCIPAL C. B. GILBERT, OSHKOSH.

Two questions at once suggest themselves: first, why should English Literature be taught in our schools; and second, how should it be taught.

The literature of an age is the record of its thought, disclosing the secret of its life. Increasingly as the ages run do men put into written words the idea of their civilization, the motives of their action. All conspicuous events in history are the outgrowth of great thoughts, originating in the minds of a few, moving through the minds of masses. Hence the records of these ideas, embodied in the poetry, the oratory, even the fiction of the time, are its true history.

The recognition of this fact has given rise to the modern school

of historical study. When the last and best of the writers of English history wishes to learn the true status of the early English people, he investigates primarily not the old chronicles, the intrigues of the Edwards, nor the wars of the Roses, but he finds the secret in the educational movements of King Alfred, in the despairing cry of Langlande, in the courtly verse and sprightly wit of Chaucer. The time has passed when the account of wars and rumors of wars shall pass as history.

The literature of an epoch shows the motives of its efforts, the reasons for its successes, the causes of its failures.

As thought is the mainspring of action, so history has to do first with thought, then with action. The greatest blessings of any age or country are its thinkers, and, in the record of cycles of time, it is thought that is valued.

The world, notwithstanding its frequent leanings toward materialism, is, in its more contemplative and wiser moments, idealistic. Matter is of the present, thought is from the past and for the future. Material blessings and possessions change from generation to generation. Essential truth never changes.

The past is linked to us, not by its armies and conquests, not by its massive temples and invincible armadas, but by the thoughts of its wise men. The legacies of the ancient civilizations of Asia and Europe to us are not the great wall of China, the phalanx of Alexander, nor even the Acropolis of Athens, but rather the wisdom of Confucius, the teachings of Buddha, the philosophy of Plato.

The Jews gloried in the temple of Solomon, but to us its glory is naught compared with the matchless proverbs of its builder. We marvel at the size of the Pyramids of Egypt, but one old book, found within their recesses, would be worth more than all the dead men's bones which they contain, or than the huge piles themselves.

The Augustan Age, the most brilliant the world has known, is valuable to us not for its pomp and power, but for its Horace, its Virgil, its Cicero. What is the glory of mediæval Italy without Dante and Petrarch, Angelo and Boccaccio? What indeed would we care for the age of "Good Queen Bess," but that it gave us Spenser and Raleigh, Bacon and Shakespeare?

The present is an eminently materialistic age. We glory in our manufactures and inventions, in our wheat and machinery. But

the future will think of us, not as the age which produced the sewing machine and reaper, but as that in which lived Dickens and George Eliot, Carlyle and Ruskin, Longfellow and Emerson. The real legacy which this generation shall leave to its successor will not be the marvels of its inventors, nor the convenience of its houses, but the great thoughts of its wise men, crystallized in its literature.

What a glorious legacy have we whose language is the English! A friend once said to me: "The two finest languages in the world are the Greek and the English." I believe this to be true. No language, with the possible exception of the Greek, is so fully capable of expressing all phases of human thought, or has a literature of such variety and beauty as the English. We are beyond measure rich in noble works, bequeathed to us by the past generations who have spoken our tongue. And it is pitiable to see so many of the heirs ignorant of the treasures which are theirs, and which would give them boundless pleasure. We owe it to ourselves to see to it that none of those who come under our instruction longer shut themselves from their rightful inheritance.

The value of the study of literature is for the individual as well as the nation. Our highest inspirations oft-times come from books. From them we draw into our own souls the best that the world's great souls can offer.

There are no friends like good books. They never weary you, nor weary of you. Friendship for persons is often marred by imperfections and misunderstandings. Acquaintance with even our idols is too often disenchanting. But in books we have each friend's best, unalloyed by the weaknesses of daily life, unmarred by the friction of daily encounter. In books is the wisdom of the ages; the beauties of intellect are in them, the wonders of the imagination, the sublimity of morals. There is no sweeter solace in suffering, no more welcome companion in loneliness, no surer source of rest in weariness, than a good book. Therefore let us teach our boys and girls to love them. It is said that they must go through the dime novel age. I do not believe it. However, one great problem of parents and educators is, how to keep young people from reading the trash that at best but weakens the intellect and enfeebles the moral nature. There is only one answer:

Crowd it out with better matter. They will read something. Give them a taste of what is wholesome, and they will no more think of reading trash than they would of eating a green persimmon in preference to an orange.

These facts, then, seem to me to constitute a sufficient reason for instructing the young in literature, viz.: that literature is the key to the proper study of the history of our race; that in literature are sources of pleasure and of inspiration to be found nowhere else; and that in these days no person can be considered even ordinarily intelligent who has not a fair knowledge, at least, of the literature of his own tongue. As the pupils in our public schools come largely from families who neither read nor know the best literature, it rests largely with us teachers to do their work; and I fear that we do not give it sufficient attention. If the county superintendents should put to their institute classes such elementary questions as, who was the author of the Fairie Queen, or of the Canterbury Tales, or even of works much more recent, I fear they would be astonished at the result. At least I have known of it being done with results that were truly astonishing.

Now, as to the second question: How shall literature be taught in our schools?

As has been already implied, the *main thing is to give our pupils a love for good books, and to teach them to discriminate between what ie good and what is poor. The development of taste, then, and the cultivation of a fondness for what is best in literature, is the work of the teacher in this regard.*[3]

Of course, this involves the teaching of the history of literature—the knowledge of what books have been written. But this is not tho first duty in order, either of time or of importance.

The great distinguishing characteristic of modern education is the introduction of the so-called object method. While this system has been greatly abused, both by its enemies and by its friends, while it has been subjected on the one hand to virulent and ignorant abuse, and on the other has been carried into ludicrous and absurd excesses, it yet remains as the grandest contribution ever made to the science of education. Whatever faults it has are to be found in the art, not in the science of teaching.

Knowledge imparted by direct contact with the thing taught,

compared with that gained from the dry use of text-book alone, is like a fully developed, physical man compared with a disjointed skeleton.

In all the sciences this truth has been fully recognized. No live teacher would now think of teaching chemistry, or physics, or physiology with the text-book simply. He must have his well-stocked laboratory, his apparatus without stint, his skeleton, manikin and charts.

Less generally acknowledged, in practice at least, is the no less evident truth that literature must be taught in the same way. Too often is this study relegated to the last year of the high school course, and then confined to the uninteresting use of a text-book, which gives in monotonous succession the dates of birth and death of authors, important and unimportant, with an appended list of their works down to, but not including, the living present. These the student is required to learn and recite, until names and births, books and deaths are mixed in his mind in an inextricable jumble, and he ends by hating them all. What wonder that the student, after being subjected to such treatment, comes back with renewed zest to the living reality of an imaginary Buffalo Bill, resplendent in buckskin and gaud, or a supposititious heroine, leaping fearlessly on to the bare back of the prancing steed, behind her gallant lover, and seeking, upon the fly, as it were, the perennial joys of matrimony with her cut-throat knight?

Not that the text-book has not its place, but it is as the *end* and *completion* of the study, not its beginning and sum.

How, then, shall it be taught? Our school curricula do not allow time for so extended a course as that indicated, without the sacrifice of other important matter. I answer. It is not necessary to give it a definite place in the curriculum, nor to rob other studies of their alloted time. It is the peculiarity of literature as a study, that it is so universal in its application, so closely related to other departments of learning, that there is scarcely one which may not be properly made to involve it.

The two studies bearing most closely upon it are history and reading.

As has been shown, so intimate is the relation of history and literature, that upon every step of the former the latter treads,

and, indeed, it often furnishes the motive of the history. How is it possible for the young student to form any just conception of the Elizabethan age, without including in his vision Jonson, Spenser and Shakespeare? Or how can he understand the popular uprisings of the times of the Edwards, and Richard II., without a knowledge of the poem of Langlande, or the pamphlets, and above all, the Bible of Wycliffe? Who can study the stirring times of the English reformation, and not see the gigantic figure of Milton looming above statesmen and kings? Now it is very simple for teachers of tact to introduce these men to their classes, to talk about them and show their relation to the political movements of which they are studying, and to have read in class specimens of their writings. Then, too, fortunately for the student and teacher of history, Shakespeare has left some of his best work in his historical plays. For the history class to stop and read some of those, in their appropriate connection, has a most excellent effect. It at once makes the history more vivid, and acquaints the student with the chief glory of our literature. No one who has seen the gay Prince Hal grow, in Shakespeare's burning lines, into the wise and politic "King Henry, the fifth of that name," will ever forget him, or confuse him with any other of the eight. He has gained a vivid personality, never to be effaced.

I would suggest, then, that in history classes, the great writers of each age in English history be noticed, and as much as possible of their writing be introduced and read in class. Thus the studies will furnish mutual aid, and the student be brought to see the correlation of the world's choicest thinkers and sublimest actors.

Another department, which affords still better opportunities for the study of English literature, is that of reading.

The whole course of reading, especially in the more advanced classes and in the High School, can and should be a study of English letters, and the work should be done thoroughly and systematically.

From this view, our common school readers, with selections, however fine, put in without system or connection, are to be condemned. The true reader, at least for the higher grades, would, in my estimation, have selections from only a few authors, and from only a comparatively few of the works of each, but would have

these of sufficient length and so arranged as to give the student a clear conception of the author's style and the character of his writings.

But even with our ordinary school reader much can be done by the judicious teacher. For example, cause to be read *in connection* all the selections from any author found in the volume. Require the student to ascertain as much as possible concerning the life of the writer. Supplement this with additional information. Have criticisms and anecdotes from extraneous authors read in the class. Call attention to the circumstances, if there are any of note, which gave rise to the production in question. Above all, point out the peculiarities and merits of style. Note beauties of figure, or description, or construction, and thus teach the student early to discriminate between what is genuine and what is spurious.

This is no impossible feat. Young minds are bright, and are often capable of keener criticism than we are inclined to think possible. Nor need this work be confined to high schools, or even to graded schools. It can be done, if not *as* thoroughly, yet thoroughly and well, in schools of lower grade and even in country district schools.

With the reader in your hand, you have at once your literary laboratory, and the results that can be achieved by even a little extra care and work are simply marvelous.

With the younger pupils begin easily. Entertain them with anecdotes about the authors. Fix in their minds *some definite facts*, so that the *writer's personality* and his *relation to the written matter will seem real.* Their ideas, if they have any, are too often vague. I remember in maturer years coming occasionally, in my reading of some author, upon portions which I had read in my school reader years before as disjoined extracts, and feeling a thrill of pleasure at the recognition. Now if, at the first reading, the author had been brought vividly before me, his beauties indicated, and I had been assured that he had written many other things, possessing equal charm, I might have been induced to read them long before I did, and much that has been lost would have been preserved, in such a form as to make it of real value.

As soon as possible in the High School, I would introduce Shakespeare's plays as reading matter. Aside from the literary

value of such a study, nothing is better for oratorical effect. What student will not be thrilled by the speeches of Brutus and Antony in Julius Cæsar, or moved by the remorseful lamentations of Cardinal Wolsey?

If such a system as this shall have been pursued throughout the earlier years of school life, from the time when the little folks were first able to comprehend and enjoy what they read, long before they have reached the point at which, in High School courses, the study of English Literature is introduced, they will have their minds well stored with information regarding a variety of great writers, and having already a taste for good books, will long for more knowledge. After this has been accomplished, and the student has become a judicious reader, scarcely knowing what was being done, he is ready for a systematic course in English Literaature. But unfortunately our best text books are silent or nearly so upon the merits of living authors, those in whom the student has naturally the greatest interest, and the relations of whose thought to the conditions and progress of their times can most readily be seen.

Hence, instead of beginning with Caedmon and Bede, it is much better to study first the authors of the present, not from text-books, but from their works; and this is especially essential if there has not already been a course of preparation, such as has been indicated above.

Although the school have no library, the works of modern authors of the highest standing can usually be obtained by students without difficulty, either in their own homes or those of their friends. Besides many of them are published in so cheap a form, that pupils can readily be induced to purchase them. So at the outset they can be brought to know and love Longfellow and Emerson, Lowell and Whittier, Dickens and Thackeray. By no means neglect American authors. It is usually well to begin with them. Hawthorne and Irving, Longfellow and Bryant should be made thoroughly familiar before going across the seas or into the dark ages.

After these preliminaries have been carefully attended to, remembering that the study of literature is always from the inside, that we are to study not *about* authors merely, but to *study authors*,

that books have souls, and it is these we are to find, then and not till then are we ready for the text-book. Then these names and dates will all mean something. Then the study will be traveling over ground familiar in story. They will be ready to connect the authors with the times in which they lived, and to see how the thinkers and actors interacted. Light, like that of the dawn to men in waiting, will burst upon them at each step. And our schools will send out graduates acquainted with the thoughts of the great of all ages, with minds well stored with these suggestive ideas, which call new beauties from every object in the fields of nature and thought, and more than all, filled with a love for all that is good and true and beautiful in literary art. They will be readers, continually growing in intellectual culture, from the impetus gained with us. For, after all, the best that our schools can do in any department, is to impart, not knowledge, but a thirst for knowledge.

Is this a fine but impossible end? I think not. Such work produces slow results but they are sure.

I believe the times are coming when our school authorities will consider a good library as essential as a good furnace, and when Spenser and Chaucer, Shakespeare and Milton, Keats and Shelley, and all the great masters of thought and expression in the English tongue, shall no longer be sealed books to the masses, but when our pupils shall be the leaders in a new popular intellectual movement; for these pupils go out and carry into all the homes the light of the ages, which, shining thus on all, shall produce our age of Pericles. And this result is to be achieved by the "line upon, precept upon precept" of us, the plodding teachers.

ENGLISH LITERATURE IN SCHOOLS.

Read at the Meeting of the Wisconsin Teachers' Association, Madison, Dec. 27, 1883.

BY PRINCIPAL LEWIS FUNK, BAY VIEW.

The Public Schools of our land are fit subjects to enlist our deepest thoughts. Whatever will improve their condition and add efficiency to the practical results of their instruction, should be sought after, with unabated diligence. It is yet an open ques-

tion, at least in a measure, as to what is the best selection of the numerous subjects of learning, that present themselves in our much varied courses of study. Have we a surplus of mathematics, too little language, not enough science, a dearth of history? Do we prefer the ornamental to the practical, that which glitters to that which helps gain a livelihood? Do we try to develop stern logic at the least expense of the refinement and culture that should be produced in the well rounded and symmetrical intellect and character so much admired at all times? That the "world moves" is evidenced by the rapid strides in all departments of action. The scientist that holds to the old antiquated ideas, and interprets nature by the dim light of the past is no longer recognized. The physician who holds tenaciously and exclusively to the fossilized views of by gone days, will find his practice deserted and his patients demoralized. English Literature is a *living* subject. Its life is coexistent with the race of noble men and women who have expressed the choicest thoughts the world has ever heard, in the tones and accents of their mother tongue; it reaches back to the birth of one of the greatest nations of the world, and forward to an ever continuing present. As a living subject it will secure the thought and attention of intellectual men and women, whose support is one of the chief elements of strength in all forms of our Public School work.

The mind is possessed of capabilities of development in varied directions. The study of mathematics is designed to devolop logic and as a result of such study, the mind accepts no conclusion except such as can be demonstrated as clearly as a problem in Geometry. Faith acts no part in this study, imagination takes no lofty flights, the soul experiences no supreme delights of fancy.

In the study of science, reasoning in its purer form is not called into play, but memory and imagination and the elements of faith are cultivated. The close student of science observes, and observes, and again he observes, in order to prove a theory and establish it as a fixed law. Thus each branch of study has its special object in view and aims to develop a special faculty of the mind, and that mind is best developed, in which there is symmetry and proportion in all its faculties. But the person whose intellect merely is developed, is a monstrosity. The heart, that seat of affection and love,

the center of sympathy and humanity, must not be neglected. It is to the intellect what the ship is to the rudder. The mind must direct, but the heart must execute. Hence in the selection of studies we must not overlook the effect those studies have upon the characters and lives of those who pursue them. The literature of any age indicates the sentiment of that age and is a most potent factor in influencing the lives of the people. Literature that is low and debasing, exciting and sensual, will produce like thoughts in those who worship at its shrine. The reading of bloody murder stories may at first awaken feelings of disgust and horror, but if persisted in, it will beget a kindred feeling in the heart, and perhaps lead to the execution of similar deeds. On the other hand, if the mind is occupied with good reading and trained to select for itself that kind of literature which elevates and ennobles, there must be a corresponding elevation and ennobling of the character and life of the individual. In my estimation, we as teachers have no higher mission to fulfill than to create in the minds of our pupils a love for good literature, and an *eternal* hatred for the cheap, sensual fiction, which is so eagerly sought after at the book stalls, and in some public libraries.

I need not enumerate to you the many evils that arise from poisoning the mind with wild, improbable fiction. You have observed for yourselves the utter ruin it brings to the youthful mind. How it generates impatience with the ordinary duties of life, and calls for the performance of some unusual thing. How it weakens the noble powers of the mind and renders them utterly unfit for the contemplation of solid thought. How it becomes, after a while, a perfect *passion*, compelling its victim to resort to almost any means to gratify its yearnings.

If the foregoing is a faithful portrayal of the true state of things, if indeed there are such fearful possibilities lying hidden in the tastes and inclinations of the youthful mind — what is the responsibility resting upon the instructor, and what can he do, to direct the forces of the mind into channels that will lead to usefulness and increased personal happiness ?

"That no two things can occupy the same place at the same time," is a psychological as well as physical fact. If a good, correct literary taste is formed, before the opportunity is offered for the

formation of a depraved taste, then the "ounce of prevention is better than the pound of cure." But if the preventive has been neglected, and Satan has already sown his pernicious "tares," then the pounds of cure will have to be applied, and reapplied, until a remedy is secured. It would seem that we can well afford to omit other subjects in our course of study, if need be, and substitute more or less of literature.

I am well aware, that from all parts of the land, comes the cry, and with some degree of justice—"Our children are overworked in school." "Their minds are taxed beyond the strength of their bodies." While I would not wish to make the burden greater, I would like to modify the work in such a way, that there will be a more direct influence brought to bear upon the moral education of the youth of to-day. The acquaintance of a good author, has the same effect upon the reader that the acquaintance of a good man has upon the individual. Draw upon your own experience, and I think you will find that the silent influences of some good man, in the community where you spent your boyhood, had more to do in the formation of your character, than any other one agency to which you were exposed.

Let a child become well acquainted with a good author, through his works, and he will have a model after which to copy, an ever present inspiration to encourage him in his efforts. I would begin the study of English Literature as soon as the child is able to understand the nature of the subject in its simplest forms. In connection with the reading lessons, and the selections of literary productions, I would encourage the study of biography and take special care to bring out, in strong light, the prominent good traits of character, so that the child, having a natural faculty of imitation, might be influenced in a good direction. With corresponding zeal I should hold up the evil tendency of an author, and try to impress the child with the undesirableness and ruinous effects of a life of sin. For authors are, after all, only human beings, possessing weaknesses as well as virtues, and right in this connection the child can learn the importance of discrimination.

The memorizing of choice passages of literature will serve as an excellent means of strengthening memory, while at the same time it becomes a fund of inestimable value in storing the mind with beautiful thoughts and ennobling ideas.

These gems of thought, fixed in mind while it is plastic may be like the "good seed sown in good soil," and perhaps produce a hundred fold in laying the foundation of a correct literary taste.

It is with authors as with persons; a mere look is at times sufficient to create an interest deep enough to awaken a desire for further acquaintance. So a detached thought may perhaps be a sufficient stimulus to lead the mind into an intimate acquaintance with an author whose elevated style and pure diction may exercise a life-long influence upon the mind of the individual.

Viewing the subject from whatever stand-point we please, in its elementary form in the common district school, or in the more complete course of the college, it seems to be fraught with blessings, rich and copious. It must become a source of almost boundless pleasure to the individual; for it introduces him to the great and good of all ages, and gives him the exalted privilege of claiming them as his friends, in all circumstances of life. And in its reactionary influence, it must widen the horizon of thought, instil deeper principles of correct living, and thus enable the individual to perform the duties of life's great work, with increased usefulness and delight.

ENGLISH LITERATURE IN SCHOOLS.

Read at the Meeting of the Wisconsin Teachers' Association, Madison, Dec. 27, 1882.

BY PRINCIPAL C. H. KEYES, RIVER FALLS.

This is pre-eminently an age of books and periodicals, bad as well, as good; and if we estimate the demand by the supply, we must conclude that the influence exerted through their mediumship ranks in power second to none. This influence like the literature naturally divides itself into two classes, the first an educating, broadening, civilizing, and refining force, leaving its impress upon humanity for all time; the second a stultifying, degrading and demoralizing factor, as effective for evil as the first for good. To arrive at the conclusion that this latter class of literature is being spread broadcast over the land, we need but examine the heavily laden shelves and counters of any popular book and news store and note that week after week the piles are being replenished. To

counteract this something must be done. Boys and girls who have been educated up to that point where the act of reading is not hard work, *will* read, suiting the subject matter to the nature of the inward craving that exists. If early teaching has not ensured that the reader look with disdain upon such productions as "Roaring Bill of Rock Hollow," "The Pirates Bride" or "The Lives and Exploits of the Younger Brothers," very probably some such productions will occupy at least a portion of time. Without staying to discuss the *amount* of evil resulting from the dissemination of such thought, or the question as to how much of this is due to a total neglect on the part of teachers of what their pupils read, permit me to pass to a consideration of the means by which we may inculcate a taste for a better class of reading, means which to prove effectual, should be resorted to from the beginning of the child's school-life, yes even before he is able to read.

Who that has ever given any attention to the development of the child mind can have failed to notice that craving for something to satisfy their intellectual hunger, shown in their oft repeated "Read me a story." Why should we not take advantage of this appetite, and in satisfying it, take occasion to plant in the young mind the germ of that which shall in coming years develop itself into a passion for the good and great and beautiful in Literature. As a rule we find that at this stage in life nothing at all is done along this line, or else the mistake is made which results in giving us so many persons of liberal attainments, who are totally unable to appreciate anything in literature appealing to the imagination. Too many considered it useless — nay worse than useless — injurious to do anything for the cultivation of imagination. At the very period in life at which this faculty is the most promising, it is either allowed to die of starvation or sacrificed to the unnatural support of some other member of the cerebral family, Fairy tales, legends of wonderland, the beautiful myths of the old Greeks and Romans, which the student of literature afterwards finds it so neccessary to understand and which confront him with the scientific name of mythology — fables, inculcating the moral and social virtues — all these are cast aside as silly, childish and unpractical, a fellow sentiment to the one which insists that the boy must know interest, square and cube root, etc., even if he does not know how to write an intelligible letter or speak correct English.

Books there are, however, where fact and fancy are so closely interwoven as to satisfy the demands of him who must see his proximately practical use for everything without the expenditure of a moment's thought. I remember distinctly my first large story-book, "The Seven Little Sisters That Live in the Round Ball That Floats in the Air," and how I spent hours in thinking and dreaming over the wonderful things which I read and re-read. They were put upon the same basis as my fairy tales, and sank just as deeply into my mind. Years afterwards, when my teacher began to tell me of this wonderful earth of ours that goes spinning through space, and the different people who live upon it, my story was quickly translated, and became a series of valuable lessons in geography and ethnography. Books of this class, together with books bearing a similar relationship to natural history, will be eagerly devoured. It is wonderful how much useful information may thus be imparted and the desire for more increased.

The chief line in which corruption of taste may come in early years is that of reading cheap and villainous periodicals. This may be prevented by placing in the hands of the pupil something of a fitting and interesting nature, and then striving to create a sentiment against the worthless reading. A little persevering energy in this direction will soon drive out the practice from our schools, or if not totally eradicated the habit will soon be put on a basis with other evils in which some pupils may clandestinely engage. There are periodicals like the "Youth's Companion," for instance, which will be seized upon with avidity by all young readers.

The storing of the mind with useful thoughts clothed in beautiful language is an adjunct to this work, which cannot be too highly rated. It should be begun early when the child memory is in its vigor. The practice is often aimlessly followed by teachers of having their pupils learn poetical quotations of any kind that jingles, without reference to the thought. The fact that verse is more easily memorized than prose seems to be enough to commend it. "It thus happens," says Bain, "that poetry above all other things may be committed to words as three-fourth words, and one-fourth meaning." Prose selections, although more slowly mastered, will as a rule be of more benefit. But the time does come when

poetry may be read with advantage. As few persons accustomed to simple foods only at once relish the highly seasoned dishes of the French cook, so few pupils are at first able to appreciate the beautiful in poetry. Like the great mass of our tastes, it begins with little things and its growth is gradual. Were we to begin our high living with an attempt at highly-spiced soups or wines there might come straightway an aversion to these delectables which we might be unable to overcome in years of willing effort. So the teacher who endeavors to furnish as mental pabulum for his classes beiginning an acquaintance with poetry, Milton's Paradise Lost, Virgil's Æneid, or Shakespeare's Tragedies, may expect to see them turn in disgust, and wonder what manner of individual it can be who can enjoy such reading. To prevent such a disastrous state of affairs, necessity demands that the first poems selected shall be eminently interesting. Short ballads, historical poems, etc., may pave the way to something of a more formal nature. One poem that in our individual experience has proved more useful than others as an appetizer for the higher class of reading is Scott's Lady of the Lake. Read daily for thirty minutes to a class of twenty pupils, discussed at the time of reading, reproduced in short prose tales, and in five minute talks from members of the class, and so handled as to insure its thorough understanding and preclude the possibility of its serving simply as an occasion for a little mental dissipation, we believe it engendered an appetite for more of the same kind with fully three-fifths of that class which will leave its impress upon them through their entire lives. They became possessed with a desire to know something of the man, and his contemporaries and their writings, until they became ardent lovers of good reading, if not earnest students of English literature.

Some years ago this Association saw fit to outline a course of reading for the teachers of the state of Wisconsin, which I have reason to know has borne good fruit. I am cognizant of the fact that in at least three couuties of this state the course has been and is being read by the great majority of the teachers, and county superintendents make a note of such reading on all certificates issued. Now, while I recognize the philanthropy of this work of reconstructing so many teachers, would we not secure much

more good if a suitable course prepared by the most experienced and able talent of the state for the pupils of our schools were placed in the hands of the teachers through the agency of the state department? The great mass of the teachers of the next generation are in the schools of to-day, and the effects of such a movement would be felt in the schools of the future. Were it not that it might seem like an attempt to close discussion of this topic, I would move that a committee be appointed by the chair to prepare a course of reading for the pupils of the public schools, report to be made to this body at the regular meeting in July.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. What "school fund" is referred to in Sec. 4, Chap. 121, laws of 1879?

A. The general school fund of the State, the income from which is annually apportioned among the towns and cities by the state superintendent, and is set apart exclusively to the maintenance of common schools.

Q. What disposition will the town treasurer make of fines paid to him under the provisions of sections 4 and 5 of said chapter (compulsory education law)?

A. The town treasurer will pay such fines to the county treasurer, and the county treasurer will pay the same to the state treasurer in the same manner that all fines collected by justices of the peace, and belonging to the school fund, are required by law to be paid.

Q. Two joint school districts, comprising territory in towns of S. and G. were formed by orders of boards of supervisors on the same day, and each numbered joint district No. 1, the school house of one district being located in town of S., and that of the other in town of G. Subsequently the house in town of S. being burned,

the site was removed to town of G. To which town clerk should the district clerk make his full report?

A. The law requires the district clerk to make the full report to the town clerk of the town in which the school house is located. In this case the report is now to be made to the clerk of town of G. instead of clerk of town of S. as formerly. To avoid confusion, the boards of supervisors should be asked to change the number of the district that has changed the site of its school house.

Q. In a joint high school district consisting of two towns and including within itself a village, what is the proper course to pursue if one town desires to withdraw from the system?

A. There seems to be no provision made for dissolving joint high school districts, or the withdrawing of one town after having voted to unite with other towns in supporting a free high school. Under Sec. 495, R. S., the amount to be raised to support such free high school may be limited, but this must be by a joint resolution adopted by the town boards of all the towns comprising the districts.

TO SCHOOL BOARDS.

Sec. 440, R. S., School Code, page 57, requires that district boards shall, under the advice of the state superintendent, determine what school text books shall be used in the several branches taught in the schools. When any such text books shall have been adopted, they shall not be changed for the term of three years, nor thereafter without the consent of the state superintendent.

Attention is also called to Sec. 432, R. S., Code, page 44, providing for a *legal* meeting — also to Sec. 503, Code, page 122, providing for forfeit, in case of violation of statute in regard to change of text books.

ROBERT GRAHAM,
State Superintendent.

January 6, 1883.

THE citizens of the town of Bristol, in Kenosha County, have organized a Lyceum and Library Association, have recently ordered 130 well-selected books, and are to have lectures and discussions at stated periods through the winter. They set an example for other country towns to follow.

EDITORIAL.

SEMI-ANNUAL MEETING OF THE WISCONSIN TEACHERS' ASSOCIATION.

We go to press without having received the official report of the proceedings of the recent meeting of the Association held in Madison, Dec. 26–28.

The Secretary of the Association, W. D. Brier, of Plymouth, not being present, C. H. Keyes, of River Falls, was elected Secretary pro tem. The meeting opened on Tuesday evening with an address by Supt. Geo. P. Howland, of Chicago, upon Memory in Schools. It was gratifying to see and hear one occupying so high and responsible a position in the profession in a neighboring state, and his address was an earnest and strong presentation of the fallacy in theory and practice, in purpose and in results, in school work, of relying upon memory alone for accomplishing in and for the pupil what can only be secured by the development and discipline of this in connection with other mental faculties. A copy of the address was, by vote of the Association, requested for publication in the *Journal*, and we hope we shall have the pleasure of placing it before our readers in a future number.

Pres. Stearns followed, with his report on a Professional Establishment of the Status of a Teacher. We publish this paper in the present issue, and it will well repay a careful perusal. Like all presentations by the author, it is marked by clearness of thought, felicity of expression, and loyalty to high and worthy, and at the same time practical ideals. The recommendation for an advisory board was concurred in, and upon the board the president appointed Pres. Stearns for the term of three years, Prof. Beach, of Beloit, for two years, and Supt. John Nagle, of Manitowoc, for one year. Subsequently the State Superintendent was made, ex officio, a permanent member of the board.

On Wednesday morning, after the opening exercises, the subject of English Literature in Schools was presented in papers by Principals C. B. Gilbert, of Oshkosh, C. H. Keyes, of River Falls, and Lewis Funk, of Bay View. All of the papers were admirable, and abounded in timely and practical suggestions, which were heartily approved. Prof. Gilbert is a recent accession to the corps in Wisconsin, is genial, vivacious, and scholarly, has the true professional spirit, and promises to be efficient and helpful as a worker in the Association.

Prof. J. H. Terry, of Mineral Point, presented a paper upon Our High Schools, Their Merits and Defects, which was an excellent discussion of the free high schools, analyzing their work, possibilities and needs in a closely critical manner, but in excellent spirit. This paper we also publish. The discussion which followed, opened by Prof. Hardy, and continued by Principal Wiswall, of Sauk City, Pres. Bascom, and by Messrs. North and Chandler, was interesting, animated and instructive. The sentiment expressed by Pres. Bascom, that the interests of the University will be best served by the most perfect possible adapta-

tion of the schools to the needs of the communities in which they are located, was warmly applauded, and all the utterances of the President gave evidence of the heartiest sympathy on the part of the University faculty with the desire and effort to bring all classes of our public schools into line in co-operative endeavors to have each so organized and managed that the true and legitimate purposes of their establishment may be secured.

In the absence of Prof. Emery, the report on Moral Education was made by Prof. Alex. Kerr, of the University, in an able and interesting paper, and this was followed by discussion. Pres. Bascom took occasion to outline, in a very clear and comprehensive manner, the necessary precedent conditions upon which alone the public schools can properly be held responsible for moral results, and also what, under existing conditions, can be justly demanded of teachers.

At the afternoon session, Prin. J. H. Cummings, of Sparta, read a paper upon A Few of the Psychological Laws Disregarded in Teaching, and Prin. A. R. Sprague, of Racine, one upon what Modifications of the Public School Course the Times Demand. We were not able to be present and listen to these papers. These were followed by papers upon Methods of Exercising School Supervision, by Supt. John Nagle, of Manitowoc, and Prof. N. Twining, of Monroe.

In the evening Dr. Walter Kempster, Superintendent of the Northern Hospital for the Insane, near Oshkosh, delivered a brilliant and instructive lecture upon the topic "Why Brains Wear Out." The address was luminous with literary, scientific and hygienic "points," and was very greatly enjoyed. As a copy was requested, by vote, for publication, we expect to publish it in due time.

Thursday morning Superintendent R. W. Burton, of Janesville, presented the report on Industrial Education, and accompanied the same with a paper on the subject.

The paper was discussed by Pres. J. W. Stearns, Prof. A. F. North, and others, and then, upon motion, the subject was postponed until the next meeting of the Association, and the President requested to designate suitable persons to present different aspects of the subject.

Principal F. W. Cooley, of Stevens Point, read a paper, The Scholar who Thinks, and Superintendent W. B. Powell, of Aurora, Ill., one on Methods of Teaching Language. The latter paper elicited interest in view of the author having recently published some text books, "How to Talk," and "How to Write," but was disappointing in that it was devoted to points frequently discussed by the Association before, and upon which there has come to be great unanimity of opinion. Upon motion, the presentation by Prof. Johnson, of Natural Science in Schools, was postponed until the next meeting.

The meeting, upon the whole, was an excellent one. The attendance was good, the literary papers were well prepared, well delivered, and held the attention of those present to the end. The social feature was not so prominent as on some former occasions, owing to the fact that many new teachers have come into the ranks who were comparative strangers one to another. Indeed, the number of new faces, and of new persons on the programme, was a noticeable feature,

and one that is full of promise. Many who have been wont to bear the heat and burden at such meetings were absent, or took no part. But it was made evident that there is a reserve corps fully able to take up and carry on successfully the work of the Association when the veterans step aside and give them opportunity. Pres. Viebahn justified the expectations of his friends in the wisdom and discrimination manifested in arranging the programme, and in the kindly dignity with which he presided in the meetings.

No official announcement concerning the matter has been made, but common rumor says that the Association will accept the invitation of the citizens of Sheboygan, and hold the annual meeting in that city July 10th next. If that proves true, the lake-shore region must bestir itself that the meeting in that section fall not behind in interest and value those held in western and interior sections of the state. We have no doubt of the power that is within them to do just that thing.

MEETING OF SUPERINTENDENTS.

The annual convention of City and County Superintendents was held on Thursday afternoon, Dec. 28.

State Supt. Graham was elected Chairman, and Supt. J. Boyd Jones, of Rock Co., was elected Secretary.

The attendance of Superintendents was meagre, only eighteen responding at roll-call. Papers were presented by State Superintendent Graham, That School at the Cross Roads; by Supt. A. Hardy, La Crosse, Co-operation of School Boards and Superintendents; Supt. D. A. Mahoney, Kenosha, Relation of Superintendents to Moral Reform; Supt. J. T. Flavin, Watertown, Possibilities of the Superintendency. The latter is the only one of these papers we have been able to secure for publication, and for that we could find no room in the present issue.

Owing to lack of time, the discussions were brief. One half day is altogether too short time for the consideration of the many topics of interest and importance constantly suggested by the work of the superintendents. Furthermore, altogether too few of the superintendents are reached through these annual conventions, to accomplish effective results in unifying and systematizing the work of supervision. The plan, suggested by the paper of Supt. Flavin, of dividing the State into districts, and gathering the superintendents together in district conventions, that acquaintance, co-operation, and mutual understanding may be promoted between the State, County, and City Superintendents, is one which has been urged by the State Superintendent, and one in which he would most heartily co-operate. If, in addition, at such meetings could be assembled the leading teachers, and especially principals of high and graded schools of the several districts, the gatherings could hardly fail of being of great interest and profit. Who will inaugurate the scheme by arranging for the first meeting of this kind?

Before adjournment, State Supt. Graham, and Supts. McLoughlin, of Fond du Lac, and Malone, of Beloit, were appointed as the Executive Committee for the ensuing year.

PRINCIPAL JUSTUS BURNHAM, of La Crosse, was in attendance at the meeting of the Association, and was most fraternally bid good-speed, as he took leave of old associates ere departing for the Pacific coast. Doubtless he is already on his way to Portland, Oregon, where he expects to remain the balance of the year. If health is confirmed, and the outlook proves favorable, his family will join him in the Spring in Sacramento, where they may settle, and engage in teaching.

BY the number and character of the letters received by the State Superintendent, asking for interpretation of the law relating to the attendance of children in the public sehools, where the parents are not residents of the district, or where the children are only temporarily residing in the district, it is apparent that school boards, and even the majority of the electors in some districts, are disposed to be quite technical and narrow in their policy, and in determining the right of children to attend school.

Such a course is to be regretted. The most liberal construction possible should be given to the law in cases which affect the attendance of children upon the public schools. The benefit of the doubt in any given case should be given to the right of the child in school. The liberal provisions of organic and statute law should be administered in the spirit in which they were conceived.

The constitution provides that the public schools shall be free and without charge for tuition, to all persons between the ages of four and twenty years. The statutes provide that the territory of towns may be divided into districts, for the purpose of maintaining schools. Inferentially, by authorizing the electors to empower district boards to admit non-resident pupils to the schools, and to fix the tuition fee for such non-residents, the law supposes that each district will educate the children residing within its borders—that the rights of the persons between the ages named to attend the public schools, is limited to the school in the district wherein they reside. The question of right to attend the school, is always then the question of the actual residence of the person seeking to exercise that right.

Usually, of course, the residence of parents determines the residence of minor children, but not always. It must be remembered that the parent is legally responsible for the maintenance of the child, and is the legal as well as natural guardian of the child. The parent may, in view of this fact, provide a home for the child in one place, and reside in another. Circumstances in which this is proper and necessary even, will readily suggest themselves. The person may have been abandoned to his own care, or to that of friends or relatives, or may have no parents or legal guardians, and may choose for himself a residence, for a month, or a winter, or a year.

But there is no occasion to specify. In all such cases it is apparent that the child's right to attend the school where he resides should be unquestioned, and the district where such children reside may rightfully enumerate them if in the district at the time the annual census is taken for the purpose of securing apportionment of public money thereon.

The broad principle underlying this question seems to be that where the actual home of the child is there the child is entitled to attend the public school. The parent can not legally provide a home for a child in any school district where he does not himself reside *solely* for the advantages of the school privileges therein, and then claim right of attendance for the child without charge for tuition. But if for the general purposes of a home, which only incidentally includes education, residence for a child is provided in any school district, whether the parent resides in that district or not, that district becomes the actual residence of the child and in that district it is entitled to attend the public school.

THE N. E. Journal of Education, speaking of the newly-elected principal of the Cook County, Ill., normal school, says:

Col. Parker, of Boston, has accepted the invitation of the trustees of the Cook County Normal School, at Chicago, to the principalship of that school for a term of three years, at a salary of five thousand dollars a year, and will enter upon his duties about the first of January, 1883. By this removal the East loses and the West gains one of our most enthusiastic and magnetic educators; and in returning to the West, whence he came a few years since from the mastership of a school at Dayton, Ohio, he carries a reputation and an experience, gained at Quincy and Boston, which will aid him materially in the important work to which he has been called. He will bear with him to his new field the best wishes of a multitude of warm friends and well-wishers.

The *Inter-Ocean*, of Chicago, adds:

This skillful educator is one of the most original thinkers and wise leaders in the cause of public school improvement to be found in the entire country. The liberal salary of $5,000 promised him will be much better earned by such an educator than $2,500 by the average normal school principal. Let all Western teachers who are zealous for school progress stand ready to salute Colonel Parker with cheers of hearty welcome to our midst.

Teachers, not only, but all interested in public education in Wisconsin, are exceedingly gratified at the prospect of having Col. Parker so near, and in charge of a normal school. The salutations of the Badger State teachers, school officers and friends of educational progress are hereby extended.

PROF. TERRY, in the educational column which he conducts in the *Iowa County Democrat*, makes the following square hit, which is applicable to several counties in this state, where about a dozen educational papers only are received:

The Wisconsin Journal of Education contains in every number much that is valuable to teachers. We have refrained from inserting in this column extracts from its articles, for the sole reason that, assuming that the Journal is in the hands of most teachers, this course was not needed to bring its contents to their notice. But the suspicion is beginning to grow upon us that possibly this assumption is wrong. We propose at the earliest opportunity that offers to ascertain how large a proportion of the teachers of the county do read this journal. If the suspicion that has thrust itself upon us should prove to have some foundation in fact, the very natural query would then present itself: What educational periodical do the teachers of the county read?

THE following extracts from the circular of the general agent of the Peabody Educational Fund indicate the bases upon which that fund is distributed, and the estimate of the Trustees of the relative importance of some of the departments of an educational system:

The Peabody Education Fund is not distributed among the states according to population, nor in proportion to the comparative destitution of any community. The Trustees, in their "absolute discretion," withhold funds when they would not promote the general purpose, and bestow liberally when they would be productive of beneficial results.

The greater part of the income will be hereafter used in the education of teachers for public schools. Aid will be given to Normal Schools, established, supported, and controlled by a state, if they are of a high order. Normal Schools, where the art of teaching is the prominent branch of instruction, will be preferred to Normal departments in academies and colleges.

The Trustees give to the states scholarships in the Normal College at Nashville. Teachers' Institutes, conducted by trained experts, are also aided; but the instruction must be practical, adapted to public school teachers, and continued for some weeks.

Only public schools carried on under state auspices will be aided.

The entire cost of maintaining schools is in no case met by the Trustees. A small part of the current expenses is contributed to encourage and stimulate the people to self-exertion in the cause of free, popular education. Amount of aid given to schools will be determined partly by the amount of money raised by state tax, local tax, or the voluntary contribution of the people.

As all public schools cannot be aided, a few will be selected at radiating centers, to illustrate, by their example, the best methods of teaching, and to exert a healthful influence in favor of "free schools for the whole people."

The schools selected shall have at least one hundred pupils; shall be properly graded, with a teacher for every fifty pupils; shall continue in session ten months in the year; and have an average attendance of not less than 85 per cent. of the enrolled pupils.

WE surrender the pages of the Journal largely this month to the proceedings of the recent meeting of the Association. The papers read will well repay careful reading. Some remain over for publication next month, when we hope also to publish the address of Dr. Kempster.

WE are desirous of obtaining a few copies of the June No. of the Journal, and also of the September No., 1882, to complete files. If any of our subscribers have copies of these they do not care to retain, they will confer a favor by sending them to us, and we will credit them upon subscription.

GRADED INSTRUCTION IN ENGLISH. BY ORVILLE T. BRIGHT. This little manual for the use of teachers is full of suggestions, useful and practical, for teachers, as well as model exercises illustrative of the scheme of instruction and the method by which it is to be developed. The manual is based upon the conviction of the author that a large majority of all ungrammatical expressions may be grouped under a limited number of topics, and the belief that these topics may be successfully presented to children in primary grades. It is now published by D. Appleton & Co., Chicago, and furnished to teachers for thirty-five cents.

THE PHYSIOLOGICAL CHARTS OF LIFE, advertised in another place, are something new in that line, are most admirably adapted to the modern method of teaching physiology which makes it largely instruction in hygiene and in the character and functions of the organs of the human body, and are so cheap as to be within the reach of every school district. A set of these charts on exhibition at the recent meeting of the Teachers' Association attracted attention and elicited general commendation. We hear only praise from those who examine them in our office.

WE notice with pleasure that an unusual number of county superintendents are holding Teachers'. Associations this winter. Manitowoc, Dunn, Sauk, Pierce, Rock, Green and Grant Counties are foremost in activity in this direction, and in nearly all of these a prominent place on the programme is assigned to the matter of a course of study for the ungraded schools. We observe that Supt. McLoughlin has resumed the holding of Union schools in Fond du Lac County, and they seem to be popular and profitable under his management.

NOTES.

LET us always remember that it is not how much we *know*, but how much we can *use;* not how much *may be* done, but how much *is* done, how much *we* do, that effects our purpose.—*Indiana School Journal.*

THE school clerks of this county are surprising people by the manner in which they insist upon children between the ages of 7 and 15 being sent to school. In a number of districts there is no further complaint of absenteeism.—*Manitowoc Pilot.*

PROF. A. H. FETTEROLF, who has been acting president of Girard College since the death of President William H. Allen, has been elected to the position. He is about forty-five years old, and has been vice-president of the college for a year past.

MR. W. T. HARRIS, in a recent address in New Haven, declared that in his experience of examining several hundred applicants for the position of teachers in the public schools he had always found those who were proficient in the study of grammar the best teachers.

WHEN a lesson is assigned, the teacher should explain the difficult features, and show the pupils how to study it to advantage. If this is not done, they will needlessly loose much time and energy, and in many cases become entirely discouraged.—*Indiana School Journal.*

WOMEN are now eligible to school offices in Illinois, Iowa, Kansas, Virginia, Massachusetts, Michigan, Minnesota, Pennsylvania, Vermont, Wyoming, and to

any office in Wisconsin except State Superintendent. Mississippi has a State Board of Education, which includes the Governor, Lieutenant-Governor and eight other persons, one of whom is a woman. The world moves.

THE Rev. A. Z. Gray, warden-elect of Racine College, was duly inaugurated to the high position of responsibility and care, that of the wardenship of the institution, Tuesday morning Dec. 12. Addresses were made by Bishops Seymour and McLaren, and by Dr. Falk, Dr. Locke, Hon. Jno. Bigelow, Hon J. R. Doolittle, M. Piper, and by the warden-elect.

PROF. SALISBURY, in a letter to the *Whitewater Register*, thus speaks of a recent visit to Rome, Ga.:

After thus doing the town, I had a pleasant talk on educational matters with Col. Printup, learning the unpleasant fact that in this thriving city of 7,000 people, though there is a fine female college, there is no public school, no provision for boys except two private schools of thirty or forty pupils each, and no school at all for the colored people. How does that sound to Wisconsin ears?

FROM the educational chair to the governor's seat is not the usual order of political preferment. Happily, however, in South Carolina, honest work in the education of her citizens seems to be the "open sesame" for the higher honors. Col. H. S. Thompson, who for the last six years has held the office of superintendent with acceptance to all classes and colors, has just been elected to the governorship.

THE *Manitowoc Pilot* says there have perhaps, been more improvements made within the last year in enlarging and enclosing school yards than in any ten preceding. People have seemed to get a realization of the need of school yards and have acted on that sense. Dist. No. 3, Centerville has the neatest, most commodious yard in the county. It includes considerably more than an acre and a number of hard wood shade trees have been set out.

AN impression is prevalent that the best moral instruction is that which is least formal — that which may be given in connection with other subjects of instruction, or which may be imparted incidentally. It is true that the teacher whose heart is full of desire to do this part of his work, can find many occasions for impressing the minds of his pupils with valuable moral lessons. It is also true that the moral tone of the school, and the unconscious influence of the teacher's character, are powerful factors in moral culture. Yet we believe there is need of formal and systematic instruction. Time should be set apart for this work, and it should be carried on after a carefully devised plan.—*Dr. Samuel Findlay.*

DAKOTA.—Wm. H. Bristoll, for some years superintendent of schools at Yankton, has been made president of Yankton College. His last (seventh) annual report of the Board of Education has just reached us. Of the fraudulent organization of a county in Dakota Territory for the purpose of obtaining money on county bonds, as investigation proceeds, the most ludicrous details of this swindle are revealed. Many of the names of residents and even of the county commissioners appointed by the Governor are found to be myths. School districts were formed and a house built in the following manner: A shanty, eight

by ten feet, was built on one side of the town line of the so-called county. An officer moved into it, posted up a notice of a school-meeting, and after the required notice this single official would vote to build a school-house costing $1,500, and issue bonds therefor. As soon as this performance was over the shanty was moved its length across the line into the next township, where the same comedy was enacted, and authority was granted to issue $1,500 more in school bonds. In this way one small shanty was made to answer for two districts and to represent $3,000 in school-houses. The entire proceedings will be declared invalid, owing to some technical default.

MR. LEIGH HUNT, now of Des Moines, in his saving bank investments with the children of his schools, proposes to teach the children to avoid the evils of credit, of improvidence, and the distressing results of spendthrift habits, His system teaches economy, stimulates industry, and trains in business. The children are to learn the value of money, how to get it, and what is of equal or greater importance, how to spend it. They are to have a bank where they can deposit their small savings, and are to be dealt with in the same manner as business men. They are to have practical lessons in the fundamental lessons of political economy, and keep their own accounts in a business way. The system is already being adopted in the schools throughout the country, and has met with the hearty co-operation of the best banks.

A FIERCE conflict is raging in France over the relations of Church and State. The liberal provisions of the new school law have excited the hostility of the ultramontanes. Under this law parents are permitted to send their children to the public state schools, the free schools, or to instruct them at home. No religious conditions are imposed, either as to the matter or the manner of education. Even where children are taught at home the law demands nothing beyond the proof that a certain amount of elementary instruction has been received by them. It is this freedom of choice that has excited the active hostility of the church party. The liberals, on the other hand, claim that the government has not gone far enough. They demand the complete separation of Church and State and the cutting off all aid from the State for religious instruction.

A CORRESPONDENT of the *N. E. Journal of Education*, at Buffalo, N. Y., speaking of the schools of that city, says:

Our schools are in a prosperous condition, but, like most other cities, Buffalo is sadly lacking in school accommodations; there is an immediate need of room for at least 10,000 pupils. Our city school department differs from that of any other city with which I am acquainted. We have no board of education, but, instead, the department is under the management of a superintendent of education elected biennially by the people. He has the sole appointing power, and, as nearly five hundred teachers are employed in our schools, his position is one of great responsibility. I think, from a careful observation, our teachers hold their positions by a tenure as secure as that of any city in the country. And, if the question as to whether or no we should have a school board were to be submitted to our teachers, I think it would be decided negatively. Our course of instruction covers a period of ten years, taking the pupils at five years of age; and, after completing the grammar-school, we have a free high school and a state normal school to finish the work.

A MAN is known by the company he keeps, and a scholar by his books of reference. Show us a teacher of much experience who does not personally own a Webster's Dictionary, and it is tolerably safe to assume that he will always be an inferior teacher. Show us one who, as his means permit, gathers together a fair cyclopedia, Lippincott's Biographical Dictionary and Pronouncing Gazetteer, Roger's Thesaurus of English Words, Crabbe's Synonyms, and other books of this character, and it is safe to assume that his tastes are scholarly, and that his instruction will be trustworthy. Reference books do not make a teacher, but they indicate one. Even in the class, the surest test of good instruction is the habit inculcated of finding out what one does not know. Not to be able to answer a question suddenly asked, however simple, does not necessarily disgrace a teacher; but not to be able to answer to-day a question one was asked yesterday and might have looked up, betrays a mental slothfulness which sets the scholars a deplorable example.—*School Bulletin.*

IT is impossible yet to state what change is to be made in the public school of Neillsville, but it is certain that the crowded condition of the rooms demands an increase of room. The seats and desks have been ordered by the school board for an additional department, which will occupy the present chapel. It is reported that in the spring a partition will be built to divide the chapel into two rooms. This is made necessary by the growth of the city. The *True Republican* calls attention to the growling that was indulged in by several some years ago who declared that the school house was so enormously and unnecessarily large. What do they think now? We are of the opinion that the erection of a city school building on the north side of town, to be known as the first ward school, and to take in only the lower grades of the first ward, with two departments, will be necessary within a very few years. How the new department soon to be created is to be constituted we do not yet know, and believe has not yet been decided.

THEY have a very lively Nineteenth Century Club in La Crosse, and the discussions of educational problems at the meetings are spirited and able, and as usual draw out a great diversity of opinion. The *Chronicle* gives the following report of a recent meeting:

Prof. Cleveland read his paper, "Do we educate the young as they ought to be educated?" It was short but contained many suggestions for thought and discussion. The essayist was dissatisfied with the usual course of common school study; it embraced too many branches and turned the pupil out with a load of crude ideas upon many subjects and no real, well-grounded, comprehensive knowledge in any branch. Especial objection was made to the dead languages, music, drawing and physical exercises in the common schools. The essay also deplored the tendency on the part of the parents to send their children to school and then drop all responsibility and all show of interest in their progress and studies.

In the discussion which followed, Superintendent Hardy and all the gram-

mar school principals took part. Mr. Burnham was inclined to agree with the essay as to languages and music, but decidedly favored drawing and gave good reasons therefor. Messrs. Bird and Schellenger took strong grounds in favor of music and drawing and did not oppose the languages as part of the high school course. Mr. Hardy was generally satisfied with the curricula of our city schools but said the wide fields for study continually opening made the ground uncertain beneath his feet, and the scientific study of the human mind has progressed so slowly that it was not for any man to say what to teach or how to teach.

Judge Hugh Cameron took a decided stand in favor of the ancient languages in the schools. Rev. Thomas agreed with him fully and Messrs. Nourse, Bliss, Lightbody, Haskell and others partially. McMillan agreed so fully with the essay that he said but little except to endorse it. The weight of opinion was decidedly in opposition to the essay as to music and drawing and in a less degree as to the dead language.

At no previous meeting of the club has the discussion been more general, although the time was limited, and at no time has its value as an educational organization been so fully recognized.

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REPORT OF COMMITTEE ON INDUSTRIAL EDUCATION.

Your committee to whom so much of the president's address was referred as related to industrial education beg leave to report.

Of the practical measures this Association has been from time to time called upon to consider, none excel in importance the question of Industrial Education.

Its relation to the welfare of our commonwealth, commercial, educational and moral, imparts to it a threefold significance, pressing it with irresistible force upon the educational thought of the state.

Believing that hitherto our system of education has failed to yield results of commercial value as great as is popularly and constantly demanded; that manual training can be offered not only without detriment to mental progress, but that it will rather prove a material aid to intellectual pursuits; that the mastery of a few fundamental operations only are necessary as a basis of all trades, and these may be taught in connection with mental culture; that the state has a right to furnish such instruction; that the scheme finds favor with some of the most progressive educators of our day; your committee earnestly recommend that this Association take such action as shall place itself in sympathy with the advanced thought upon the subject, and bring the merits of manual training clearly before the people of the state. They further recommend that we urge upon the regency of the Univer

sity the importance of reorganizing the mechanical department of that institution, giving it a broader scope, by increasing the variety of its shops, and so making its advantages for manual training co-extensive with those of any state in the Union; that to this end this Association lend its influence to secure the necessary legislation; that this Association request the regents of the Normal Schools to consider the feasibility of so modifying the course and method of study of the schools under their management, and of introducing such features of manual training as shall contribute to increase their usefulness, and place such schools *en rapport* with the industrial educational movement of the country.

Your committee further and most heartily recommend that, in the meantime, teachers and educational men generally make unusual effort to inspire their pupils and associates with the spirit of industry in manual occupations, when disengaged from study during their school days, and so contribute to more satisfactory results in school, and impart greater fitness for the responsibilities of manhood.

Respectfully submitted,

SAMUEL SHAW,
WM. E. ANDERSON,
ROBT. W. BURTON,
Committee.

INDUSTRIAL EDUCATION

Read at the Meeting of the Wisconsin Teachers' Association, Madison, Dec. 28, 1882.

BY SUPT. R. W. BURTON, JANESVILLE.

"This generation is beginning to understand that education should not be forever divorced from industry; that the highest results can be reached only when science guides the hand of labor." These words of Garfield, in a certain sense prophetic, are this day fulfilled.

If to the inquiry, what shall be done with our children, general in its character and far-reaching in its influence, we are to receive a satisfactory answer, it must come from the wave of public interest in industrial education, now setting across the continent and quietly but none the less effectually agitating our national life.

It is a cheering sign of American progress that forces are organizing, not only to supply the want of skillfulness in the manual arts, but at the same time to overcome that wide-spread idleness which stalks through our centers of population, clad in rags, or as is too often the case, arrayed in the garb of respectability.

Already, this industrial movement has acquired proportions quite surprising to any whose attention has not been particularly called to the subject. To-day, a goodly number of institutions, representing several states in the union, are operating upon this line of thought, and are proving so many organisms to voice this all-important educational reform.

The idea of technical training is not a new one, even in this country, much less is it such in the older countries of Europe. Early in the century the principle took root in foreign soil and there it has flourished, until now technical schools are a universally recognized necessity.

As with men, so with notions, no one liveth to himself. The force of example is not hedged in by national boundaries, neither can the broad expanse of Atlantic waters neutralize its effects. With this foreign precedent before them, our people began the discussion of technical training as early as 1850. A little later, christian enterprise caught the idea, and as an exponent of it, the Detroit Industrial School was organized "for the relief of the children of the poor, and their instruction in the elements of knowledge and in the rudiments of mechanical arts." Trusting in Providence and private munificence for its maintenance, this school, in 1880, issued its twenty-third annual report.

Not until 1862 does this educational feature become a matter of national recognition. In July of that year an act, approved by Pres. Lincoln, was secured, appropriating to each state public lands equal in amout to 30,000 acres for each senator and representative in Congress, to which, according to the census of 1860, the states were respectively entitled.

The object of such legislation was "the endowment, support, and maintenance of at least one college, whose leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts, in such manner as the

legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The idea of manual training in connection with intellectual, exotic in character, had its origin in the commercial class. The deterioration of the soil required that science be brought to bear for its restoration to primitive productiveness. The relation and adaptation of soil, crops and fertilizers must be made the subject of scientific study and test. Hence the school of agriculture.

The lack of skilled workmen among our own citizens is the most potent influence creating demand for schools of mechanics. It is urged that the taste of our people has so improved with the centuries that products from the hand of the most skillful artisans can alone satisfy. For this reason, apprenticeship is fast becoming a relic of the past, and it is through those schools that compensation must come, if we are to avoid the evil of granting to imported labor a monopoly in American manufactories. In this mechanical woodland of our own, then, as in nature's, the well trained sapling must take the place of fallen giant oak, or the forest soon becomes a clearing.

The following of the lead of this commercial idea soon discovered educational values attaching hitherto unthought of. By this alternation of study and work, it is found that habits of neatness, carefulness and order are more thoroughly established, and thereby a better race of thoughtful men and women is developed. To those making industrial training the subject of their careful study and observation, it is conclusively proven, that a diversion of some portion of school-time from employments purely intellectual to some form of labor is very profitable; that manual occupation and intellectual training are mutually helpful.

The moral bearing of the question possesses still greater values. Such schools will, I predict, prove a great force to restore us to our pristine glory as a sober, earnest, and industrious people, by reinstating among us the dignity of labor; by dethroning this sentiment against the manual arts — as false as it is prevalent — which is furnishing our saloons with drinkers and gamblers, our streets with loafers, our penitentiaries with criminals, and flooding our whole country with professional tramps. I verily believe that herein lies a

principle that shall convert the grease of the greasy mechanics into a Balm of Gilead, and it shall be for the healing of the nation.

While many states — our own among the rest — have complied with the law just quoted strictly enough to realize its benefits, few have shown themselves so conscientiously law abiding as to establish industrial universities. Of the latter, Indiana and Illinois hold prominent and enviable positions. These states seem to have intuitively forecast our national future, to have anticipated its needs, and, moving with a ceaseless energy that challenges admiration, embraced the first opportunity for a preparation to meet the demand. As a result, each has its industrial university.

It is not the spirit or purpose of these institutions to abate in the least the dignity attaching through the ages to classical and philosophical studies. None of these are displaced, nor is the standard of instruction therein lowered one iota. In breadth and liberality, their courses of study are intended to be inferior to none in the land, fully recognizing the fact, that "the day of muscle in industry is passed and the day of mind has dawned."

The chief points of difference of these schools, as compared with other higher institutions, seem to be these: science and literature, as leading branches, have precedence of the classics, while instruction in manual arts has unusual prominence. Their long list of special schools indicate, that it is sought in every way possible to multiply practical knowledge; all this, while the higher attainments of a well developed, symmetrical manhood is not for a moment lost sight of.

For the period of their existence, these institutions have gradually extended the lines of their influence. Each year they appeal more persuasively to the judgment of professional and practical men, until now, it may be said of them their lines have gone out through all the land, and their words to the end of it.

In addition to these more prominent exponents of industrial education, The Manual Training School of Washington University, located at St. Louis, Mo., is, in organization, equipment and popularity, surpassed by none. Organized in 1880, it now has its three classes full. The course is three years in length, each class being limited to sixty members. Its curriculum of study corresponds to that of our high schools, *minus the classics.* Candidates for admis-

sion must have attained the age of fourteen years, be of good moral character, and able to pass a creditable examination in the common branches. The management says: "The zeal and enthusiasm of students have been developed to a most gratifying extent, extending to all departments of work. The variety afforded by the daily programme has had the moral and intellectual effect expected, and an unusual degree of sober earnestness has been shown. Success in drawing, or shop work, has often had the effect of arousing the ambition in mathematics and history, and vice versa."

Although by law, towns and cities of Massachusetts may appropriate money for industrial education, her first industrial school was organized in connection with the Gloucester public schools, and supported by means, the gift of the late Geo. O. Horey, to be expended for the industrial education of boys. The beginning was so auspicious that the department was adopted by the state, and the tools transferred to the State Normal School at Salem.

For a year or more, the feasibility of establishing a manual training school at Chicago has been under discussion by the commercial men of that city. The "Commercial Club" have succeeded in raising an endowment fund of $100,000 for that purpose, and expect, by next autumn, to have a school in full operation.

Michigan University has a mechanical department, but so little has been made of it that hitherto it has attracted little attention.

Conceding, then, that industrial training is a good thing; that the welfare of the people demands serious attention to the subject on the part of educators; that our state needs more of it than she already has, how is it to be brought about?

Six months ago, the state was challenged to bestir herself in the matter. As yet, she has neither accepted nor declined. On a certain occasion, Alex. H. Stephens challenged the late Senator Ben. Hill to fight a duel. The latter replying, said: "I decline your challenge for the reason I have a family to support and a soul to save; you have neither."

The very reason upon which Mr. Hill rested his declinature, Wisconsin must base her acceptance. She has a family of 500,000 children to support to a state of self support, and a soul of honor to save. In amount and variety of manufactures, few states promise more than our own. She cannot afford to, nor will she, halt in a matter

so practical, so clearly in harmony with her commercial prosperity. She accepts the challenge and proceeds to choose her weapons.

In all new enterprises of a public character, he proceeds most surely, who proceeds most closely in harmony with the tone of public opinion. "To reconcile principles to circumstances, and be no wiser than the times will permit," is an illuminated text from the gospel of a healthful conservatism. As heat is a force in an effectually persuasive form, so is public opinion a force that cannot long be resisted.

If in our community there is already a sentiment favorable to technical training, it certainly needs stimulating. If there is none, it is our province to attempt its creation. The process of establishing this level of public opinion, "from which," it is said, "all hights and depths are measured," for the safe passage of a measure, is not unfamiliar to this body. As in nature, so here, things have moved violently sometimes to their place, but are now calmly in their place. As results of your discussions, ever earnest, noisy at times, you can point with pride to a long list of educational agencies inaugarated through your influence. Among the many measures championed by you, few have been relegated to forgetfulness. Not long since these halls fairly resounded with appeals and protests on the question of kindergarten. As an out-come of that debate a single bud of it was engrafted upon a healthy branch of our school system. There for three years it has thriven, carrying blessings to many households, multiplying its friends and advocates, enlarging the circle of its influence, until to day we find it an instrumentality highly prized if not indispensable. Unwittingly taken perhaps, but nevertheless, this was the second practical step toward industrial training in our midst.

If with our usual earnestness we address ourselves to this work, technical training is as sure to become a part of our system* as cause to precede effect. As compared with measures that have heretofore carried successfully, the scheme has more to recommend it than many of its predecessors. Its commercial value will alone prove no inconsiderable force to accelerate the movement.

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*The term "system" is limited to university, normal schools, and the graded schools of populous centers.

That there is a mechanic department connected with the University is perhaps no impediment in the way of progress of technical training in Wisconsin. That it is established, is of itself a credit to us. In our attempt to do greater things, it will certainly serve as a starting point at least; and may it become in this respect the light station stretching its electric wires to the distant corners of the state and drawing all men unto it.

Right here we venture the remark, that had the matter of technical training taken the same turn with us, as in Indiana and Illinois, the out-come would have proven more pronounced in the direction contemplated by the original act. Had the proceeds of the national grant been directed to establishing, organizing and equipping an industrial university, at a point outside of Madison, and apart from the state university, as an educational agency its power for good would have been far greater than can possibly attach to a mere department shadowed by ideas and their embodiments preeminently literary and professional. As it is, there is at our university not enough of the technical to give importance except in the way of obstructing legislation for something worthier of a great state.

In view of what has already been done we must at present at least confine our efforts to making the most of what we have.

How generally is it known that Wisconsin has a manual training school? How many of her citizens, how many of her teachers, know that our university has a machine-shop where our young men may learn the use of hand and machine tools, and become familiar with the construction and workings of machinery? Doubtless the attention of the people should be called more particularly to this feature of our highest school. In its annual reports this branch of instruction should have greater prominence. The purposes of the department, its capacity, its needs, its patronage, should be more clearly set forth.

Before this department can become useful to the highest degree, its capacity must be enlarged, its variety of work increased; in short, it must become a true exponent of the industrial idea, complete in its organization, where, while we train the intellect to think, we may also impart skill of eye and hand; and so prepare our young men skillfully to use tools, to invent, to design, construct and man-

age machinery. In addition to its machine shop, now in operation, it should have its carpenter shop, its pattern shop, its turning shop, its blacksmith shop, its moulding room, its room for drafting. This list of shops under an able director, and furnished with an efficient corps of instructors, could not fail of becoming an instrumentality of inestimable educational value. By such increased facilities we should key our band wheel more firmly to the shafting set in motion by other states, and our anvils would ring, our saws buzz, our lathes hum, in unison with theirs. Of one thing we may rest assured, the popularity of this department will be commensurate with the generosity of its equipment. Nor is it among the impossibilities that by natural accretions the mechanical feature of our university shall eventually assume such proportions and weight as to break from its classic stem, and the department become the institution where industrial education shall obtain the prominence it deserves.

To this end a *small* amount of encouragement is not wanting. No larger than a man's hand, perhaps, nevertheless there is promise in it. In the university classes of '80—'81 there were three students in the mechanical course against none in the department of agriculture. In the classes of '82—'83 we find twenty-one students in both these departments, 15 of whom are in the school of mechanics. Of the 100 students classed as *special*, one per cent. is in the agricultural department while 6 per cent are in the mechanical. Taking the facts as recorded, it is not difficult to determine the relative values of the two schools. The reason for this is no less obvious. Yet, we ask, when has the department of agriculture, with its experimental farm, failed of the plaudits of the people? Much more then, should mechanical training find favor.

The object of mechanical instruction is not to teach trades, but rather to impart a liberal manual training in principles upon which tools are constructed, systematic drill in their care and use, such as will apply to practical handicraft in general. In a word, to gain the mastery of certain mechanical motions and operations is the grand object sought.

To accomplish what has been suggested, the Regency of the University should be memorialized, and through them, if necessary, the legislature, for such action and appropriations as shall place this

mechanical department on a footing with the best in the country. As to the state's right to afford such instruction, by special appropriation, it is unquestioned. In support of this, I respectfully refer you to Pres. E. E. White's concise statement of the points involved.

As leaders and guides in all progressive movements, what role are our Normal Schools to sustain in this educational drama? It is safe to say that, as at Oshkosh, the kindergarten training should be common to all of them. The moral influence of its occupations, of the activities of those little hands stimulated by knowledge getting, and mental force developed, is not, cannot be fully appreciated. Here both pupil and pupil-teacher imbibe a high regard for labor and the laboring classes, which in itself becomes a power for uprooting the sentiment that classes all human labor as drudgery and the mechanical arts as things servile. The young teacher going out from his alma mater imbued with these industrial ideas can hardly fail to sow the good seed.

The course of drawing in these schools should be extended so as to include mechanical and technical drawing. Accompanying this, at least one elementary treatise on shop appliances should have place. So much of the literature of the subject should find favor as to include the history of certain inventions, and of the struggles and triumphs of noted mechanics and inventors. Our schools and libraries teem with biography of soldiers, statesmen, and men of letters, while little space is given to the genius of the forge or factory. Elihu Burritt is better known for his mastery of forty languages, than for the excellencies of the horse shoe he forged.

For a janitor every Normal School should have a practical mechanic, assisted by a man to do the roughest work. He should be a person familiar with both theory and practice in working in wood. The more intelligence and versatility he possesses, the better. In a building erected for the purpose, let such a man organize a list of shops sufficient in number, at least, to furnish conveniences for working in wood. A blacksmith shop for the simpler kinds of forging would prove very valuable. These shops should be fully equipped with both hand and machine tools of improved modern make. In the management of these shops the more ingenious students could be assigned a part. For lathe work, to begin with, the

foot lathe would serve a good purpose; but an engine, aside from its utility as motive power, would add very much to the educational value of the organization.

In these shops, at certain hours each day, the students would go for instruction in matters pertaining to the department. These working hours will not only prove a healthful relaxation from study, but they will impart a breadth and practical turn of mind that books and study alone do not furnish.

Few will deny that such manual training in connection with mental drill will yield a body of teachers of wider resources and greater fertility for their chosen calling. Who, ere this, has not realized in the class room an inconvenient lack of observation in the direction of mechanics. The average amount of mechanical knowledge that comes to the lady teacher through observation is so small as to jeopardize the welfare of any class of physics placed in her charge. The exceptions to the rule are as glorious as they are rare.

As you know, it has long been urged against our present system that in their results our schools are less practical than the old time district school. In the case of the latter, there was a "happy alternation of service at home and study in school." To-day, in our towns and cities, these, to a large extent, still exist separate. To become the self-reliant business man, the country lad has the advantage of our city boy. Our graded schools are unfitting our young people to become farmers, mechanics and domestics, while they are supplying more lawyers, doctors, clerks, etc., than the world has need of; and so contributing to strengthen the sentiment which regards the necessity of working for a living, on farm, in factory or shop, as unfortunate, if not dishonorable. To reunite labor and study in our schools, is to restore our civilization to a healthy tone, to relieve our schools of the charge of impracticability. This is the problem of the day.

Observations and experiments in schools of our eastern cities seem to show the plan to be feasible. To carry it out, half-time schools are proposed, where pupils study a half day and work a half day. Experiments warrant the statement, "that school-time may be profitably diverted from purely intellectual employments to some form of manual occupation, not only without detriment to

intellectual culture, but as a factor for materially increasing its value."

While we are not ready to recommend the adoption of a change so sweeping as its warmest advocates suggest, we believe it possesses merits that warrant experiments as suggested for our normal schools, merits that will bring our public schools closer home to the hearts of our people, merits of magnetic power to hold our boys longer in school, to bestow upon them a broader and more practical manhood.

In this, as in all other reforms, the school of the people is the hope of the country. The effects of what is done here ramify all other grades of training. If the graded school is to be organized in harmony with this industrial idea, so much of the kindergarten training should be engrafted upon it as it can profitably carry. Just how much and what part of that system shall become a factor of the common school training must be determined by its experienced workers and staunch advocates; but this we know, that the occupations, the manual activities of the kindergarten, so pleasantly associated with mental development, are most pertinent to industrial education. Indeed they are its primary principles.

Quite as pertinent to this training is industrial drawing. In no part of the course of study should it be omitted, if public interest in the mechanic arts is to be aroused and training therein brought into favor. If it cannot have a distinct recognition in the daily programme, let it share the time with penmanship.

The industries of the people in their varied and interesting forms should frequently be the topic of conversation between pupil and teacher. Pupils should be encouraged to visit, at proper times and under right circumstances, manufactories of different kinds. Better still, if teacher and pupil together visit factory, foundry, forge and mill.

Through these simple means respect for labor in all its forms would be quickened, while many a boy, who now passes from our high school to a state of educated idleness and discontent, would become enamored of a trade. Who can contemplate the intricate machinery of the age, in its varied and perfect motion, and resist the feeling of respect that spontaneously arises within him — almost amounting to veneration — for the mind that conceived it,

as well as for him who adjusted its parts? Even the skill of the operatives is fascinating.

The literature of industries, pleasing in quality and attractive in form, should here also have place. Our children should know more of the wonders "of the mine, the furnace, the clang of the iron mill, and other innumerable industries, which, more than any other agencies, have made our civilization what it is, and are destined to achieve wonders yet undreamed of." I would retain as much of calisthenics as tends to impart ease of mechanical motion.

Were I a school commissioner in my city to-day, another month should not go by without my introducing a resolution in the interest of our boys, to clear the decks — in this case the deck should be in the hold — to clear the decks for industrial work. The resolution would not carry at first, of course; but a periodical repetition of the act would at some time find the temper of the school board favorable, and manual training would become a part of our legislation. In the basement of our high schools shops would be organized, and equipped with work-benches and tools. There, some part of each day, our boys of twelve years and upwards should go for instruction from a practical mechanic. There they should learn to saw to a line, plane to a line, to hammer, to square, to measure, to form a tenon, to make a joint.

You declare our position extreme. Perhaps it is, but if only in the interest of our idle boys, rapidly growing to a dependent, possibly to a worthless manhood, such a position is excusable if not laudable. When industrial education is considered in all its bearings, such a charge does not lie against this view of it.

Possibly you revolt at the thought of assuming that which apparently promises to add to the burden and complexity of our curricula, already overburdened and too complex. We predict that this industrial feature will prove a keen blade to lop off the superfluities of studies you here yesterday so loudly condemned, and so tend to simplify, and thereby gain time to incorporate into the lives of our children habits of industry, of greater observation, of bodily motions, that later in life shall have great commercial value While this form of training shall afford pupils the means of securing bread, it shall therewith place them in possession of many of the "higher treasures of human existence."

It is a matter of no little moment that the subject of industrial

education is presented at a time when the influence of the school men is so universally acknowledged. When before has the authority of the schoolmaster been so highly respected, his suggestions so readily heeded? Formerly a presiding genius of the school room simply, he now invades every walk in life, every grade of society. Even in the sanctity of the home, he is the standard of reference and is there quoted on all occasions. Let the teacher suggest that manual labor is healthful, labor is honorable; let him propose a plan to receive, to record, to exhibit whatever of handicratt they may have produced at home during their school days, and five hundred children respond to the call, and seven hundred specimens of their industry are placed on exhibition. The enthusiasm of the pupils is aroused, the interest of parents excited. Again let it be known that at the close of another year a like display will be made, and the five hundred youthful exhibitors become a thousand enthusiastic contributors, promising an industrial exhibit surpassing any former effort. This is practical manual training simplified, brought home, utilized for the formation of habits of industry in youth that manhood cannot shake off nor resist.

While to these conditions, so favorable to wide-spread usefulness, the teacher's keener appreciation of his responsibilities, his more thorough preparation for his work, his better methods, in short, his greater respectability every way, have largely contributed, we must not overlook the part taken by the courts of our state in this revolution. By their decrees the teacher is in the place of the parent, his authority is co-equal with the parental to coerce and control. Happily, having this authority, he has little need to exercise it. Comparatively, school is a paradise, pupils a delight.

So long as he shall exercise this authority judiciously, so long as he shall continue industrious and progressive, so long shall he continue to rise in the scale of importance for the furtherance of every important work.

Finally, of the questions presented for your consideration in the past, the history of this Association does not record one of greater importance than this. Its character is such as does not admit of its being thrust aside. It will confront us at every turn until it receives the attention it claims and deserves. The leaven is working, and the country is rapidly becoming permeated. Industrial Education — what will you do about it?

POSSIBILITIES OF THE SUPERINTENDENCY.

Read at the Annual Meeting of the County Superintendents, Madison, Dec. 28, 1882.

BY SUPT. J. T. FLAVIN, WATERTOWN.

The county superintendency, inaugurated in Wisconsin in 1861, and the permanency of which was for some years problematical, seems now to be a well grounded fixture in our educational system.

From the first it had its enemies, and but few of those accustomed to filling the position of town superintendent are credited with being friendly to the change or capable of seeing any virtue in it.

It has been the fruitful source of much adverse criticism, and when there has been a dearth of other themes, the system and those who administered it were the targets against which many a hostile shot was directed.

Intelligent criticism is always desirable, but it has frequently savored of exaggeration.

The duties incident to the position of superintendent are many and onerous, and toward the successful discharge of which much physical as well as mental strength is required, and the exercise of tact, judgment and common-sense are constantly demanded.

The persons who in full and rounded measure possess all, or nearly all, of the qualifications that go toward making the *ideal* superintendent, are not so numerous as we are liable to suppose, and the efficiency engaged in the work, perhaps, averages relatively as high as in other departments.

The constant agitation for change in different respects has perhaps interfered with our making the best possible use of what we have; and I have often thought that *more* of our time when together in convention, could be profitably spent in the consideration of what we have, and how best to utilize it.

The great diversity of practice now in vogue with superintendents could be harmonized, a better understanding reached, and each would enjoy the views and experience of many engaged in the same line of work, necessarily resulting in much good.

As the county superintendent is required to divide his county into inspection districts for certain purposes, it seems to me it

would be well for the state superintendent to similarly divide the state, in which meetings of the superintendents of the counties composing the same could be held at regular intervals by the state superintendent.

By this means the state department would be brought into closer and more friendly relations with the county, and matters pertaining to the best methods for county superintendents to adopt in the practical discharge of their duties could be given specific attention. If there are office duties that would interfere with the carrying out of this scheme, I would favor relieving the state superintendent of them.

Those meetings could be quite informal and an opportunity offered for the consultation and the free interchange of views, and I suspect that we all feel the need at times of some wise counsel in our line of duty.

It may be that we are not so much in need of something new, as of making an intelligent use of what is at our disposal.

As the teacher is so is the school, is, perhaps, not more true, than, as the superintendent is so is the teacher.

I apprehend that very few persons engaged in the superintendency, especially in the larger and more populous counties of our state, have been satisfied with what they were able to accomplish in certain branches of the work incident to their position.

Doubtless the least satisfactory feature is the matter of school visitation, both as to length of time and frequency of visits; but if we can be instrumental in creating a sentiment in favor of well qualified teachers, and, also, help supply teachers well qualified, there will not be the same occasion to lament our inability to visit schools as frequently as we could wish; as it is not the schools in charge of our better class of teachers that call for our inspection, but those entrusted to youth and inexperience.

After a superintendent has made a circuit among his schools, he is usually but too conscious of the fact that many teachers are sadly out of place, and that the average efficiency of the school could be materially improved by a reappointment of teachers. The force of this statement, I think, every one engaged in the work will appreciate. After a little experience in this respect, it is within our power to do much to prevent a misplacement of teachers, by timely suggestions to them, and, also, to district officers.

The time is quite remote when the attraction to teach the average district school will be sufficiently great to induce a really good teacher to continue very long in charge of one. The frequent change of teachers is one of the great weaknesses of the schools in the rural districts, but, at present, this is inevitable, however much we may deplore the fact. How to hold advanced ground, is quite a problem for superintendents to solve.

As our teaching force is liberally recruited from the ranks of the scholars of the leading schools under our care, we act unwisely if we fail to take a special and active interest in strengthening that class of schools, by studiously and systematically endeavoring to have them placed in the hands of efficient instructors. I know that it is possible for us to do incalculable good in this direction, not only for the people of the districts where the schools are located, but also for the people of *other* districts, whose teachers will be prepared and furnished by this class of schools.

If we shall help to build up a good school here and there in our counties, we will have done a good work, as one good school exercises a most salutary influence on others, as well as on the cause of education in general.

As a teacher, in order to realize all possibilities, must have the confidence and respect of his pupils, so a superintendent must earn the confidence and good opinion of, at least, the better class of teachers, and also of the intelligence of his district.

This is freely given if merited, but we are sometimes disappointed in the failure of those of whom much was expected.

Persons of high scholarly attainments often fail to meet reasonable expectations as superintendents, owing, not infrequently, no doubt, to a too hasty attempt to innovate or revolutionize, or to the arbitrary exercise of authority, thereby generating unkind feeling which tends to frustrate the best of intentions.

Harmony between teachers and superintendent is most desirable, and really essential in order to accomplish the best results; and it would seem as though much of the friction we at times observe could be avoided by the exercise of wise discretion.

In the direction of awakening an interest in educational matters, and leading teachers to strive to improve their qualifications, a superintendent can exercise a great and far-reaching influence, and

the especial occasions well calculated to do so, are examinations, associations, and institutes.

The effect of institutes in this respect has always seemed to me one of its best fruits, as teachers go from such more aspiring and determined on self-improvement.

The zeal, energy, and devotion which a superintendent manifests in his work, will be reflected by his teachers, and any indifference, slackness, or diminution of interest on his part, will quickly develop its demoralizing effects.

It is vitally important that a superintendent should know his duties, and knowing them, should honestly, fearlessly and impartially perform them, without fear or favor, recognizing, and so far as in his power, rewarding true worth and merit wherever found, and never allowing himself to be influenced by unworthier considerations.

Where such a rule of action prevails, and a superintendent is properly equipped and well adapted for his work, the possibilities for good are unlimited.

Communicating his enthusiasm to his teachers, they will approach their work in the proper spirit, and with his county dotted with such agents cheerfully laboring and cooperating with him, the cause of education cannot be otherwise than prosperous and progressive.

SELECTED.

MISS SNOW'S EXPERIMENT.

MARY ALLEN WEST.

Miss Snow was in despair. Before her lay a pile of compositions of the usual school-girl and school-boy type, whose subjects, also of the usual type, ranged through metaphysics and meteorology; from "Faith," "Hope," and "Charity," to "Spring," "Summer," and "Winter." Such a writing-from-a-sense-of-duty air pervaded the whole! Scarce one real, genuine child-thought among them.

"I don't wonder they hate to write compositions," she said, "if they think they must write such bookish things as these. But I know there must be a more excellent way, if only we could find

it. Children love to talk, why shouldn't they love to write. But I seldom find boys or girls in their teens who are able to evolve ideas out of their own consciousness. We begin at the wrong end; we ought to help them accumulate ideas by teaching them to observe and to think, before we require them to write. But how? that's the question." Miss Snow's head went down on the sofa pillow, and for half an hour she kept up a terrible thinking. Then, springing up with a triumphant "I have it," she went to work.

How she did work for the next two weeks! Libraries were ransacked, every chemistry, mineralogy, and encyclopædia consulted; even the Bible yielded fruit to reward her search. She coaxed the professor into telling her all he knew about her subject, and into lending her some of his choicest specimens and chemicals.

She told her scholars they need make no preparations for rhetorical exercises that week, except to bring pencil and paper. "What are we to do?" they asked. "Come and see," she said, laughingly, and that was all they could get out of her. Of course, they were all "dying to know," and she let them die, knowing it was not dangerous. Their curiosity was not lessened by what they saw on her table, as they came trooping in that memorable Friday afternoon. First was a decanter, with a greenish-yellow fluid in it, and beside it a glass, like a wine-glass, only larger. "I wonder if it's a new kind of wine, and she is going to give us all a drink," said Ned, the irrepressible; but the rest were shocked at such an idea in connection with their teetotal teacher. Then there was a stone, at least it looked like a stone on one side, but when it was turned around the children were not sure, it sparkled so like bits of glass, all stuck in edgewise; then there was a wide-mouthed bottle, with some queer-looking bits of stick in it; a box shut so tight that even their sharp eyes could not see what was in it; and a salt-cellar, filled with salt.

"As you like to talk better than you do to write," she said, "we will talk to-day instead of writing."

Taking up the salt-cellar, she continued, "We will talk about salt." "Pshaw!" exclaimed Johnny, "we know all about *that* and can tell it all in two minutes." "How many of you think so?" said Miss Snow, for reasons of her own, wisely ignoring his

lack of politeness. Three-fourths of the scholars raised their hands; but, as usual, those who really did know the most, kept still.

"Well, Johnny, tell me all you know about salt."

"Why, its just salt, and good to season victuals, and keep meat from spoiling."

"And to give cows to make butter come quick," added Tom, who often suffered martyrdom at the churn. That was the extent of their knowledge, and the majority didn't seem to know much more. At least, if they did, they did not know how to tell it.

Miss Snow poured some water into the glass, and dropped in some salt, "What now?"

"Why it dissolves, of course."

"What do we say of anything when it dissolves?" "We say it is soluble," answered thoughtful little Emma. "Then, that is one of the properties of salt; let us write it on the board, under 'properties,' and see how many others we can find." She then threw some salt on the fire, and it spluttered and frisked around at a wonderful rate. "Oh! Miss Snow, what makes it do that?" exclaimed Sam. "Because there is water in each little grain," she replied. "When anything acts like that, while burning, we say it *decrepitates;* that's a new word, and a hard one, but I will put it on the board, so you can learn it."

Now she took up the stone and held it so that the strong sunlight fell on the crystals. "Beautiful!" "Pretty!" "Splendid!" chorused the children. "Yes, and this is salt, too, just as it is dug from the earth. This piece came from Louisiana. Before the war, nobody knew there was more than one place in America where rock-salt was found — that is in Virginia; but during the war the rebels were shut off from all the old salt-works, and in hunting for salt discovered this bed. There is one other place in our country where rock-salt is found, on Salmon River, Oregon, and that is all; most of our salt comes from springs. Now tell me what we call a structure like this, made up of crystals." "Crystalline." "That's right; we will put that down among the properties." She then took from the box a beautiful crystal, three inches long and half as wide. It looked clear as glass, and as she held it between herself and them, the children could see Miss

Snow's bright eyes through it; thus they learned that salt was transparent, though they had hard work to believe that this beautiful crystal was nothing but pure salt. She then showed them that what glass is to light, salt is to heat — transmitting it perfectly; so they learned the meaning of *diathermanous.* Thus they went on till the list of properties had run up to ten. Every eye was now sparkling, and even Johnny was forced to confess, away down in his heart, where nobody would know it, that he did not know quite all about common salt.

"Now let us see of what salt is made," said Miss Snow; "who can tell?" "Out of water, I suppose," said Jimmy. Of course, all laughed at this answer, but none could give any better. "I did not suppose you could tell," she said, "so I will tell you." She held up the decanter and the wide-mouthed bottle, saying: "These are the parents of our salt; it doesn't resemble its parents much, does it? it is not the least like either of them. This gas in the decanter — for it is gas, only it is dissolved in water to keep it from running away from us — is chlorine; you see its greenish-yellow color."

"I thought gases didn't have any color," broke in Tommy. "Most gases do not; but this has, you see; it has a repulsive odor, and if you would breathe it, it would kill you. Taking all together, it isn't a very agreeable person to deal with, this father of common salt. And the mother is a queer sort of body, too. Here she is," holding up the bottle with the queer little sticks in it; "sodium is her name. She looks as demure as can be, but if I put her in water she will act as though she were bewitched. She will dance around faster than you can, even if some of you do have your brains in your heels; then a blue smoke will arise, and the next thing you know the water will be on fire, actually burning." While talking, Miss Snow had refilled the glass with water, and fished up one of the little sticks with her penknife; now she cut off a piece and dropped it in the water. It behaved excitedly, as she said it would, and the children were wild with delight; first the steam and smoke ascended, and the room was filled with a stifling odor.

"If the water were warm, it would blaze," she said. "Oh, let me get some warm water," exclaimed Rena. Away she ran home,

just across the way, and soon returned with a cup of hot water. Miss Snow dropped a bit of sodium into it, and it blazed up brilliantly, bursting into a hundred pieces. But, alas for the awkwardness of the amateur chemist! Miss Snow was bending over the cup, and one of the fragments of soda lodged in her eye, and there burned itself away into soda. The pain was intense; but dreading the confusion among the scholars should she make any "fuss," she pressed her handkerchief to her throbbing eye and kept bravely on. But she had enough of experimenting, so she told the children they must take her word for it—that chlorine and sodium put together make salt.

"Now where is salt found?" she asked, writing "Location," on the board. The scholars now thought to better purpose, and soon a long list was made out, including twent-three of our own states and territories. Next she wrote, "How salt occurs," and under this head came, "In the ocean, in plains, in deep mines, and in springs."

"If we would take all the salt out of the ocean, and pile it into mountains," said Miss Snow, "it would make a range as high as the Alps, and five times as long." She told them of the beautiful mountain of pure salt, rising, white and polished, from the plain of Cardona, Spain, and of the immense salt plains of South America and Asia. "As we approach these salt-fields," she said, "the character of vegetation changes, for you know our grasses and most of our plants will not grow where there is salt. But some kinds, like our asparagus and the English saltwort, like salt; we call such, saline plants. As we enter these fields, we first find saline plants, but gradually even they disappear, till there is nothing to be seen except salt, salt, everywhere. But now, when there are no real plants, the salt itself makes mimic ones, just as the frost does on the window-pane, after it has killed all the flowers, arranging itself into ferns and shrubs, leaves and flowers. Sometimes the mirage — what is a mirage, Mitty?" Mitty was in the physical geography class, so he could tell all about it, after which Miss Snow continued, "The mirage makes these dry salt plains seem covered with water, like great lakes. Sometimes the wind, from a sand desert near, sweeps over the salt plain, bearing with it a fine red sand, which it scatters over the salt, making the plain look like a petrified ocean of blood. Sometimes these plains are wet, salt marshes—the most desolate regions on earth.

"What is the next way in which salt occurs?" "In deep mines," chorused a dozen voices. "Do you know where the most wonderful mines are?" "In Poland," said Ellen; "I read all about them in an old *Harper's Monthly*. Such beautiful things! Great galleries and cathedrals, and kings and queens, and a great lake, and thrones and fireworks, and arches and pillars, all made out of salt." "Especially the lakes and fireworks," said Miss Snow, laughing. Ellen blushed from folly, but Miss Snow's "of course I know you don't mean that," reassured her. "I am glad you read the magazines, Nellie; you will find more about salt in an old number of *Putnam*, April, 1869, I believe; I wish you could all read both these articles." Miss Snow looked at her watch. "I see we shall not have time now to talk about salt springs, the way in which salt usually occurs in this country, nor of the various ways in which it is obtained from springs and mines. I intended to tell you this, and also about the various uses of salt, some of which I presume you never suspected; also, about what salt is the symbol of, and of the sacredness in which it has been held from the earliest ages. Turn to Lev. 2:13, and you will find that God himself commands its use in sacrifices. Most heathen nations use it thus."

"May I ask a question, please?" said Julia. "Certainly." "What do the expressions 'above the salt' and 'below the salt' signify? I came across them in Walter Scott's works, and I don't know what they mean." "I am glad you asked the question, Julia. In those old times of which Scott wrote, the lord with his knights and retainers all sat at one long table, spread in their great dining hall. At the head sat the lord; those highest in rank or in favor sat next, and so on; thus the lower end of the table was occupied by the humbler retainers and servants. A huge salt-cellar stood in the middle of the table, separating the noble from the menial retainers; so, 'above the salt' came to signify the place of honor, and 'below the salt' the reverse." "And 'our individual salts' may show that now all men are equal, for, as each one has his own, there can be no 'above' or 'below' the salt," said wise Theodore.

"An excellent idea," responded Miss Snow. "Now who can tell me what this phrase means, 'the salt has lost its savor.' Our salt cannot lose its savor, how could that of Palestine?" Nobody could tell. "Well, study upon it awhile and tell me Monday.

Here are some more questions you may think about. Read what Paul says about salt in Col. 4:6, and tell me what he means. And you may tell me what kind of salt 'Attic salt' is."

"Now, how many of you have learned anything this afternoon?" Every hand went up like a flash. "How many want to tell me what you have learned?" "I," came from forty voices. "You, Julia." "I've learned what 'above the salt' means." "I've learned what salt is made of," said Benny. "I've learned where it's found," said Mary. "I've learned not to bend over spluttering things, for fear I may burn my eyes out," said Robbie. "Good for you; "I've learned that too," said Miss Snow laughing; "but I wish I had learned it a little sooner."

"Now, if you all talk at once, I cannot hear you, and if you talk one at a time it will take you all night to tell me all you know, so you may write down on your papers what you would like to tell me. Write as fast as you can, and when you have a page written, raise your hand."

Every head was bent over the desk; each hand scribbling away for dear life. One, two, three minutes passed and no sound was heard but the scratching of pencils. Then up went one hand, and another, and another. "Good, keep on; write another page," said Miss Snow. Thus the work went on for fifteen minutes, when Miss Snow tapped the bell for them to stop writing, and collect the papers.

"Oh don't take mine, it is scribbled so horridly!" exclaimed firm little Lusie. "No matter for that;" said her teacher. "Of course, you can't help scribbling when you write so fast. You may have your papers Monday, and make them as proper as you choose; but now I want to see them just as they are."

This is how Miss Snow taught her scholars to write compositions, without their suspecting they were doing anything so dreadful. And now Miss Snow gets compositions which are the delight of her heart.—*Practical Teacher.*

THE true order of learning should be: First, what is necessary; second, what is useful; third, what is ornamental. To reverse this order is like beginning to build at the top of the edifice.—[*Ex.*

NECESSITY OF RIGHT EARLY TRAINING.

BY HON. JOHN W. DICKINSON

When the child begins to live his spiritual life, his mind has no facility in the exertion of its active power, nor has it any tendency to act in any particular manner.

As soon as the mind exercises itself in thinking, feeling, and choosing, it begins to acquire a facility in performing these acts, and there will accompany the facility an inclination to continue to do what is easily done. This facility and inclination constitute habit.

We say of very young children that their mental faculties are undeveloped, meaning that they have not yet formed habits of acting. The capacity of the mind for forming habits, renders mental development possible.

The one cause of development of the faculties is exercise. From this may be derived one of the fundamental principles of a true method of teaching. From the same truth may also be derived an idea of the importance of right early training.

If the powers are developed by use, it follows that a method of teaching must be devised which will present right occasions for their proper exercise.

As the kind and degree of activity the mind exerts during the early developing period of its existence, determine its character, it must be placed in care of a skillful director from the first.

He will study to find, if possible, what ideas the mind in its early existence is adapted to form, what emotions its natural activity will produce, and what choices its natural acts of thinking and feeling will prompt it to make.

No unnatural interference by a controlling power must be allowed to defeat the ends which nature has planned for the child to secure for himself.

There is a period in every child's early life that the educator should improve in promoting the physical growth of the young being placed under his care.

At first the child is to live a physical life, and be controlled in his movements largely by the animal principle of action. At this time ideas will spring up in his mind as the material world is

brought in contact with his senses. His emotions will be sympathetic rather than rational, and his acts will owe their origin to the impulses of his nature rather than to his reason. But notwithstanding all this, it should not be forgotten that the infant mind will begin to take on its character as soon as it begins to move itself in producing its mental states.

For this reason the spontaneous activity of childhood should be directed, not forced, but simply directed, into those forms which will produce some useful elementary knowledge, or at least a thirst for knowledge, and lay the sure foundation of a harmonious development of all the faculties.

We need, then, a system of training which shall precede the formal processes to which the child is usually subjected on entering the primary school. The true kindergarten seems to offer this training.

I say a true kindergarten; for, unless kindergarten training is philosophical in its nature and methods, it will be adapted to do more harm than can be done by the application of unnatural training in any one of our present system of schools.

This is due to the fact that the infant mind yields readily to external influences, and that early impressions are everlasting.

For these reasons, care should be taken that the youthful powers are not checked in their spontaneous growth by arbitrary control, nor stimulated to premature activity by unnatural incentives, nor suffered to become warped in their character by neglect to direct them to a proper and healthful exercise.

The young yield readily to authority, and are directed easily by example. It follows that those who are to direct youthful development toward intellectual and moral character must themselves be what they would have their pupils become.

They should be so acquainted with the laws in accordance with which the infant powers unfold themselves, that they may be able to co-operate with nature by removing all artificial obstructions, and supplying the conditions to a natural and easy development.

We are yet hardly aware, in this country, of how much consequence it is to the future progress of the child, that he be permitted from the first to grow up in the presence of wise and good instructors.

If the children from their earliest years are the objects of right influences, and are led to the natural exercise of their faculties, we have a right to expect that they will become fitted for a happy and successful life.

When the child enters the primary school, he will be put to reading, spelling, constructing words into simple sentences and his sentences into simple discourse. He will combine numbers, practice singing and drawing, and have presented to him a systematic course of lessons on the qualities of objects. He will be made subject to such rules of conduct as have for their object the right activity of the intellect, sensibility, and will,—such activity as should ultimately lead to the power of complete self-control.

For this work, the child, if possible, should have a previous preparation.

Without violence to his youthful nature, he may be so directed in those exercises that have amusement for their end, as to enter, at about seven years of age, the primary school free from bad habits, and with his powers trained to self-activity, and his mind stored with a rich collection of facts. He will then be ready for rapid progress in those studies which the primary schools are designed to teach.

If all our children could pass from a well-conducted kindergarten into their courses of study, I am sure it would at once appear that a foundation had been laid for rapid and successful progress.

It is known by those who have made the kindergarten system of instruction an intelligent study, and have had experience in the results produced, that children trained under its influences are more readily controlled, that they are superior in intelligence to children who enter the elementary schools without previous training, that they have a more eager thirst for knowledge, and that they have a much better command of language.

If this is true, then the period of elementary instruction, as now established, might be shortened, without subtracting from the good results now secured.

It would be well if the spirit of the kindergarten could be carried into the public schools.

All objects of study, or adequate representatives of the objects, should be brought into the presence of the children for their observa-

tion, and they should be permitted to obtain a knowledge of them by an exertion of their own active power. Here, too, as in the kindergarten, the teacher should do nothing but direct.

He should establish the conditions of study, and then leave the pupil to work out for himself his own knowledge and his own discipline.

In some modern schools, the ancient custom of assigning lessons from books to be studied, and committed to memory by the children, has been partially abandoned; but in the place of it a new custom has been introduced, which in too many cases consists simply of lectures and explanations by the teacher.

The new method is no better than the old; for both alike make language the original source of our ideas, and they alike appeal exclusively to the passive powers.

Our elementary schools may learn also from the kindergarten exercises, that there is an order of development of the powers to be observed, and a logical relation of ideas to be provided for, in all grades of instruction.

This order and this relation are not much regarded by elementary instructors; and there results from the neglect an unsystematized plan of work that has no definite meaning, nor certain results.

A thorough knowledge of the philosophy of education is needed, to reduce our plans of instruction to unity.—*The Public School.*

CRITICAL READING—ANOTHER TALK.

JOHN M. GREGORY, LL.D.

Let me repeat that reading is a twofold art: 1, the translation of written language into oral language; 2, the interpretation of the thought read. By the first we express in sounds what the author wrote in signs. In the second we re-think what the author thought. I advance to the second.

The mastery of the thought is the final aim of all reading. Even to read well for others demands to some extent the understanding of the thought. We must get the meaning in order to give it, though to many readers it may be fairly said as it was to the eunuch,

"Understandest thou what thou readest?" In the use of reading as the means of gaining knowledge the second art is the all important one. To read for others is one thing, to read intelligently for ourselves is much more difficult as well as more useful.

Reading for the thought, or the critical reading of authors, which I have said should alternate in the reading classes with the reading for language, embraces several somewhat distinct steps or parts.

1. The critical reading of an author requires us to know who and what the author was; when and where he lived; the aim and circumstances of his writing the book or piece in question, and something of his times or cotemporaries. The better we know an author's history, the better we shall understand his thought. This is the preliminary step. 2. The first step in the interpretation of a reading lesson is the careful study of the meaning of the words used. Next to this, and not to be separated from it, is the gaining of the exact meaning of the sentences. To get the full meaning of what the author says, must precede any fair criticism of his style, his spirit or his views. To accomplish this fully the reader must translate the meaning into other words. This is one of the most useful processes in all teaching, since it compels the pupil both to think and speak.

3. The study of the author's allusions, illustrations and figures of speech, his tropes, metaphors, similes, personifications, etc., must come next. They are a part both of the language and of the thought, and the reader must enter fully into these, must picture them forth in all their breadth and beauty, or he fails to think all the author thought, and to see all the author saw. Here too the pupil may try translation, seeking to change the figures both into plain statement, and into other figures. Since nearly all language is more or less figurative, this exercise is extremely useful as a discipline, and as a training for all intelligent reading. It gives to the imagination that quick and ready power of picture-making so useful in thinking and so charming in speech.

4. The argument of the author will next come under review. His propositions, affirmed or implied; his premises, whether facts or assumptions; his inferences and conclusions; all these must be understood and put to question. All profitable reading, said Sir

Wm. Hamilton, is a silent debate between the book and the reader, and this is true whether the article read is poetry or prose, story, sermon or epic song. Young readers can do but little of this. To rise, as it were, above the author, and sit in judgment on his work; to call into question the truth of his statements, the soundness of his arguments and the validity of his views and opinions, implies a talent and intelligence akin to his own. The author and reader hold conferences over each fact or truth stated. Sentence by sentence, thought by thought, the reader must ponder the author's words; and assent to or reject with intelligent reasoning of his own. If it is history, he must scan its assertions, weigh well its probabilities, compare its several parts and interpret for himself its facts and events. If it is poetry, he must reanimate its imagery, see again its visions, hear its rhythm and melody, and under all this find and judge the theory and spirit of the author. So in each department, the true reader must analyze, "read, mark, learn and inwardly digest, the book or chapter he peruses. Only the strongest mind can do this thoroughly; but all who would read with pleasure or profit must do it to some extent. To learn to do this is the last, best and highest aim of the reading class. It begins in the simplest reading. It rises with steady steps to the highest.

5. The study of the style is also a part of the critical study of an author. Simplicity, purity, clearness, precision, force, elegance, beauty of expression, these great qualities of style are matters of thought as well as of speech, and are constantly under the eye of the reader. He can be taught by one who knows, to detect and understand all these in his daily reading lesson, and few attainments in the art of reading will be found more useful. An obscure style is often mistaken by the young or careless reader for profound. He stands in a sort of awe of the printed page and thinks what is not clear must be beyond his depth. So on the other hand clearness is often mistaken for truth. What seems so plain and easy to understand is counted as obvious truth. The reader must learn to question both false darkness and false light.

A WARNING.

I must not close this talk without a warning against that bad and pernicious notion adopted by some teachers who would make the reading lesson the vehicle for all sorts of information, a scrap

bag for all the "odds and ends" of knowledge. Every fact in the universe is related in some way to every other fact, and an ingenious teacher can hitch on to any reading lesson all he happens to know. Reading of a stone, he can lead his class to stars and seas; to ages past and kingdom come; to paleontology, poetry and politics; to travel, history, science, literature and common life. It may all be vastly interesting, but as far as real education or instruction is concerned, it is as useless as a sky-rocket would be to guide a benighted traveler through a wilderness. It is mere Chinese crackers and fire-works, which amuses but cannot enlighten. A pertinent fact brought forward to illustrate a point under discussion, is often enlivening and instructive, but a budget of irrelevant facts is an obstacle to a true understanding.

My time is up, and I leave to another talk the questions of *means* and *methods* of training in this critical reading of authors.

NOTATION AND NUMERATION MADE EASY.

The true understanding of our Arabic system of notation among the children of our primary grades is perhaps rarely met. The haziness which pervades the minds of many is easily discovered by a few test questions involving the writing or reading of numbers containing many naughts.

Sometimes a very simple illustration in teaching any subject will make plain what has heretofore been enveloped in intense darkness. All teachers know this. I have for several years tried in the following manner to lead my pupils in an easy and intelligent way to read or write any number which might be presented to them. When they come to me the idea of units, tens and hundreds has been developed, and some of their examples have exceeded hundreds of units in their result, and it becomes my duty to open out to them the unlimited field of notation and numeration.

Before our lessons we have a little conversation, something like the following:

"Well, John, what is your register number?" "One, ma'am."

"If I called number one, would you know whom I meant?" "Yes'm."

"Harry, what is yours?" "Six."

"If I called six, would you answer?" "Yes'm."

"Kate, what is your number?" "Nine."

"And would you know I meant you if I said, 'Nine come here?'" "Yes'm."

"But suppose all the schools in this building were out in the playground at recess, and some stranger should come to the gate and call out, 'Numbers one, six and nine, I want you,' would you be sure he meant you?" "No'm, he might mean one, six and nine in some of the other departments."

"Very true; but how might he make you sure he meant you?"

"He could say, 'I want numbers one, six and nine in the fourth department.'"

"Yes; and if he wanted number one from Miss A.'s school, what would he say?"

"Number one from third department."

With these ideas fresh in their minds, I would place on the blackboard a number containg nine figures. I have always found they caught the idea more quickly from a large number than from a small one. Taking, then, such a number, I would tell the children that in order to distinguish and talk about such a number easily, we divided it into *departments*, but that we did not put more than three in any one, and that to distinguish them from each other we gave to each a *name*. The first one was called *units*. I would then write the units department by itself, and get them, from their positive knowledge, to tell me the names of each line; viz, units, tens, hundreds.

I would then take the second department and tell them its name was *thousands*. Taking this department by itself, I would again draw from them the names of the lines. "How, then, will we know what is meant when I ask for units, tens or hundreds?" They will at once catch the idea from our former conversation, and tell me I must say, 'units from units' department, or units from thousands' department, etc. The same plan would be adopted with millions. In after-lessons it will be quite easy to give the name *period* for *department*, and the preposition *of* for *from*, and the children will intelligently read to you, "Units of units, tens of units, hundreds of units; units of thousands, tens of thousands, hundreds of thou-

sands," etc. When this is fully understood and impressed, a number with the last period incomplete will be given; then numbers where some of the lines have no significant figure; after this numbers with whole periods to be supplied with naughts. If this plan be adopted, after a fortnight's instruction it will be next to an impossibility to puzzle with any example a child of even less than average ability.—*Primary Teacher.*

JOHN SWETT ON SPELLING.

1. Make a judicious combination of oral spelling with written exercises. Oral spelling secures correct pronunciation, and awakens a keener interest in pupils; written spelling is the more practical, but is apt to become wearisome if carried on exclusively.

2. Train primary pupils on short lists of the names of common things.

3. Require them to copy at least one paragraph from each reading lesson.

4. In oral spelling, excite a spirit of emulation by allowing pupils to win their rank in line by "going up" when they spell a word that has been missed.

5. Allow pupils, at least once a week, to "choose sides" and have a spelling-match.

6. If a spelling-book is in the hands of your pupils, when you assign a lesson pronounce every word, and require the class to pronounce in concert after you, in order to secure correct pronunciation. Then let each scholar in turn pronounce one word going over the lesson a second time. Call special attention to words of difficult spelling, and to those containing silent letters. Occasionally call upon some pupil to dictate the spelling lesson. Require pupils to study their lessons, both oral and written, by copying the words on their slates; the act of writing will secure some attention to the lesson.

7. If a spelling book is not used, you must in some measure supply the lack of one by grouping words into short lessons and dictating them to your pupils, to be copied into blank-books. There is great waste of labor in taking up words heterogeneously, instead of by groups.

8. In written exercises, after the papers or slates are corrected, require pupils to rewrite their misspelled words.

9. Do not require pupils to commit to memory and repeat all the words of the spelling lesson. "How such an absurdity," says Superintendent Philbrick, "could ever enter the head of a sane teacher, it is difficult to conceive."

10. Require pupils to pronounce each word before spelling it.

11. In oral spelling, require pupils to divide words into syllables; but, in long words, do not require the syllables to be pronounced or repronounced.

12. In all grades above the lowest, make out carefully arranged lists of words which pupils are liable to misspell; let the pupils copy the words into blank-books, and study the lessons until they are thoroughly learned.

13. Let pupils exchange papers and correct the spelling in one another's exercises. This of itself is one of the most profitable of spelling lessons.

14. In oral spelling, require pupils occasionally to define words, and to construct sentences showing the meaning and use of the words.

15. Give early and continued attention to the practical application of a few of the important rules of spelling, such as doubling the final consonant before *-ing* and *-ed*, dropping final *e*, etc. By this means, pupils will learn to spell correctly a large class of words in current use.

16. The teaching of spelling should be so conducted as to unfold something of the meaning of words, and something of the formation of derivatives from primitive words and roots. The exercise then becomes a part of good intellectual training, instead of a blind effort of memory.

17. Correct spelling is a conventional test of accurate scholarship. The teacher should endeavor to secure the best results by stimulating the interest of pupils by the charm of novelty, emulation, and amusement.—*Methods of Teaching.*

LANGUAGE is not an instrument into which if a fool breathe it will make melody.—*Goodwin Smith.*

TEACH THE CHILDREN TO TALK.

BY R. C. METCALF.

I visited a school recently, and came away disappointed. The teacher I have known for years. She is a hard-working pains-taking, conscientious woman. Her whole heart is in her work, and she is ambitious to have a good school.

She was teaching history, and the pupils were evidently interested in the work. The exercise consisted of reading from the book, and discussing the more important matters referred to in the text. But the discussing was done mainly by the teacher. The pupils seemed afraid, or disinclined, to take any share in the proceedings. When called upon by name they would assume a position half-way between sitting and standing, and with painful hesitation express an opinion.

Why not teach the pupils to stand properly from the time they enter the public school? Why wait until they reach the "awkward age" before establishing the habit of standing upon both feet, in the middle of the aisle, with the hands at the sides?

Why not teach the children to talk from the same early age? Give them something to talk about, and then insist that they shall express their thoughts in good language. An *occasional* exercise in talking will not suffice. The teacher, every day, should read something of interest to the classs, and then require the pupils to reproduce the subject-matter in their own words, or give the class a few minutes for silent reading, and then require them to reproduce the thought of the writer in their own language, either spoken or written.

Exercises like the above, followed systematically day after day, and year after year, as the work goes on, will pay a hundred-fold in the mere saving of time, as the children reach the upper classes. Their minds will at once reach after the thought of the author, knowing full well that when found it can be readily given in their own words. History can then be read to advantage, and never until then.

One word about reading history with pupils. This is a most dangerous exercise. The danger lies in the temptation of the teacher to tell them what to learn and what to omit. They learn

to depend on the teacher for help in doing what they should do themselves.

Instead of reading with them, I would assign a topic for study, and let them use their own judgments as to the relative importance of matter bearing upon the subject. Each pupil will then mould the history pertaining to the topic into whatever shape it assumes in his own mind. In the recitation that follows, each pupil will be interested to learn the result of his neighbor's study, and to add his own contribution by way of comment or explanation. The pupils, however, must first learn to talk; and so I will close as I began,—Teach the children to talk.—*The Public School.*

EDITORIAL.

THE PUBLIC SCHOOLS.

If our public school system is worthy of support there is a necessity for an an amendment to the school laws in one particular at least. Our attention was forcibly called to a defect in the law last week by an attorney who asked : "Is there any law compelling a district to maintain a public school?" On being answered in the negative he replied he always thought differently until he had occasion to investigate the matter. In common with most people he thought that the maintenance of a public school for at least five months in the year was obligatory on every district. A client from a district in Fond du Lac county came to him in search of a remedy against the district which had voted at its annual meeting not to have any school and to lease the school house for a private school. Investigation proved that there is no law compelling the district to maintain even the semblance of a public school. The only approximation to such an obligation is that a district in order to obtain a share of the school fund must maintain a school for at least five months in the year. As the amouut derived from the school fund is comparatively small it is not of itself an inducement to a district to expend many times that sum in order to obtain it.

The children of a district may grow up in ignorance if a majority of the electors so will it, even in the face of a law for compulsory attendance at school. If there is no school how can children be compelled to attend school? If there be a remedy for the case above noted the *Times* will be glad to have the law cited which furnishes it.

The above, taken from the *West Bend Times*, is one of the many indications that the new generation which has come forward since our educational policy was adopted, and put into organic and statutory laws of the state, fails to comprehend the principles upon which that policy was founded, and the means devised to carry these into effect in practical life.

We make the extract a text upon which to base a few comments in the interest of clear views upon the subject.

Sec. 412, R. S. confers power upon town boards of supervisors to form and

alter school districts. The question of organizing school districts, originally, is a matter of choice with the inhabitants. No town board will be likely to form a school district against the wishes of the majority of the residents of the territory to be included in it. But once formed, a school district becomes a body corporate, *for the purpose of maintaining a public school*, with duties and rights relating thereto prescribed by statutes. The electors composing for the time being this body corporate have no authority to vote to have no public school in the district. Section 430, R. S. clearly prescribes just what electors may do at annual meetings. To authorize such electors to vote to have no school would be to authorize them to defeat the only purpose for which they are created a body politic. The express provision of the statute is that the electors may determine the length of time a school shall be taught in their district the then ensuing year, which shall not be less than five months. They may *neglect*, or *refuse by a majority* vote, to raise taxes sufficient to support a school. By sec. 437, R. S. it then becomes the duty of the district board to determine the amount necessary to be raised for that purpose, and of the clerk to certify to the town clerk, the amount so fixed, that it may be assessed and collected as all other taxes are collected. If the board or the clerk neglect or refuse to perform the duty imposed by this section, then by sec. 500 they become liable to the penalty imposed, $10, for neglecting or refusing to perform duties required of school district officers.

A school district may become disorganized — that is dispossessed of the organism needful to carry on the business of maintaining a public school — by neglecting to maintain a public school, as required by law for two successive years. It then becomes the *duty* of the town board of supervisors to dissolve the district by attaching the territory embraced to an adjoining district, or to adjoining districts, that it may continue to contribute through taxation to the support of public schools, and that the children of school age therein may have right of attendance upon a public school somewhere. Sec. 423, R. S.

The forfeiture of public money — that derived from the income of the school fund, and that raised by the towns as a county school tax — occurs when any district neglects to maintain a public school for five months in any year, or uses any of the money received from the state for any other purpose than the payment of wages of legally qualified teachers. It is not, therefore, a penalty for refusing to maintain any school, any more than for neglect to employ proper teachers, or for mainfaining less than five months of school in any year.

The whole system is based upon the supposition that citizens of every community will desire to have schools, and thus furnish the children opportunities for acquiring a good common school education; upon the principle that all the property of the state is to be taxed for educational purposes, and to be divided into districts, that the property owners may more immediately direct and control the taxation and expenditures for this purpose, and that all may have the facilities for education within reasonable distance from their own homes. Once organized, or made a part of, a school district, the law makes no provision for any territory ever thereafter becoming exempt from bearing its share of ex-

penses for educating the children of the state. Here and there, in exceptional cases, a small part may escape for two years; but no longer, if public officers, sworn to support the constitution and discharge the duties of the office they hold, have regard for their official oath, and their duty.

It would be wholly inconsistent with the entire spirit of our institutions to punish an elector for not voting as we think he ought to vote upon the matter of maintaining a school in the district where he resides. The compulsion in this case is that great and irremediable harm that comes to every child in the race of life that is without education. Every parent, every citizen knows this. Rome enacted no law against matricide, deeming the crime impossible. Wisconsin has as high an ideal of its citizens as semi-barbarous Rome, and presumes that patriotism and paternal affection will constrain them to do the *best*, not the *worst*, they can do for their children. What the state does is to provide such a system of schools, exercise such a policy in regard to them, that every child shall have a chance for a fair common school education.

To protect children from the neglect, parsimony, and cupidity of parents or guardians, the so-called compulsory law was passed. This punishes, not for neglect or omission to send children to the public school, but for failure to provide that or equivalent elementary education.

The duty of all public men, of the press, the pulpit, and the leaders of thought in every community, in relation to a system of public education, based upon the voluntary support of citizens, is very evident, viz., to give all necessary attention to the schools that they may be made worthy of high regard; to bring to bear all the weight of personal and collective influence against the wrong to the state and the loss to the individual, of illiteracy; and the dissemination of true views of the aims, purposes and results of public schools.

This is republican in its form and spirit. Is it not best to adhere to it? Does it not incite to the spread of intelligence, promote co-operation for public and private good, itself become one of the most potent of educative forces by putting the responsibility for general intelligence upon the people themselves? Do not the general results promise to compare favorably with those obtained by more arbitrary means, under monarchial rule?

We have received some anonymous communications, and some with name of writers given, protesting quite vigorously against the justice of the law of last winter authorizing the state superintendent to countersign certificates of persons who have taught twenty-one years in the state, and providing that thereupon these shall become life certificates.

The claim is made that as a rule these life certificates will be obtained by teachers of country schools, who teach three or five months per year, or a total of 63 or 105 months; while a city or village teacher must teach twice as many months or more, to become entitled to one, because the year of the village

or city school is nine or ten months in length. This is discrimination in favor of country school teachers.

We suspect this is just what the legislature had in view, if any definite purpose determined the action. The village and city teachers have employment a large proportion of the year, have higher wages, have more facilities for help in their work, and for general culture and enjoyment. They wouldn't exchange situations with the country sister, with all the advantage of having a life certificate without examination, after teaching twenty-one years, not one of them. Now this life certificate has nothing to do with the quality of service, or kind of school taught. It is simply a grateful recognition of long service, in a useful but not remunerative or attractive field of public domain. Instead of being a letter of credit to boards of education, and a free passport to any situation where teachers are wanted, perhaps it is designed as a sort of diploma, suggesting to school officers that the days of the years of the holder have been many, and full of labor and privation, and are drawing to a close. Don't begrudge the recipients this parting salutation, which might be abbreviated into, "Thank you, Good bye."

The objection to the law of 1882, is not in the discrimination it makes, but in the fact that it makes use of the same form for recognition of long service, which is held out for a prize for superior scholarship, acquired in state institutions, and supplemented by successful teaching.

This is a very strong objection, and will probably result in the early repeal of the law.

We publish in another part of this issue the report of the committee upon that part of Pres. Albee's address at the annual meeting of the Association in July last which related to industrial education, and the paper read by Supt. Burton upon presenting the report. These papers have elicited no little comment in various quarters, and some of the newspapers have criticized them quite severely.

We judge that most of the adverse criticism is based upon misapprehension of the positions and the purposes of the papers. Of the desirability of promoting through the schools the right spirit toward labor and laborers, none will dispute. More and more, as the resources and possibilities of this immense domain of ours are explored, is there a disposition to magnify the skill of mind or muscle that aids in carrying forward the industrial enterprises incident to the development of our resources and the realization of our possibilities.

Whether it is practicable to do, or to undertake to do more in our public schools than to surround and infiltrate them with the spirit and habits of industry, with a sense of the dignity and value of labor, with respect for the workers and interest in the works that have emancipated workmen and relieved toil of much of the drudgery so long associated with it, is a question upon which men will differ. Especially is it an open question whether any other than strictly industrial institutions should attempt instruction in any special line of industry. As the whole subject has been deferred for further discussion by the Association, we may

expect an interesting and able review of the whole matter at the annual meeting. In the meantime let every teacher observe and make notes, that we may have definite testimony upon the question whether the present methods and practices inculcate, in spirit and in habit, more of industry or idleness, more regard for wealth and show, or for work and the outcome of work in the public good. It is possible that the revolution we need most is one which relates to the spirit and purpose with which teachers enter upon and prosecute the business of their calling.

THE *Ohio Educational Monthly*, commenting upon the recent tragic occurrence in one of the district schools in that commonwealth, wherein two young men lost their lives in a quarrel with the teacher who was attacked by them, makes the following sensible remarks, showing very clearly the need of re-organization and a prescribed course of study for ungraded schools, as viewed from the stand-point of discipline and effective management.

If by this tragedy the people of Ohio are impressed with the need of more efficient organization and management of our country schools, the costly lesson will not be lost. Such contests as this was at the outset are not of unfrequent occurrence between teachers and their older pupils in country schools; fortunately they do not often have such a tragic ending. Teachers, often young and inexperienced ones, are employed and put in charge of schools and then left to their own resources. There is no course of study to guide them, and no authority behind them upon which they can rely in case of difficulty. If a boy prefers not to pursue a given study and his father is like-minded, the teacher's resort must usually be either his muscle or his wits. He has not, as a rule, the moral support of a course of study and a system of regulations enforced by authority of the board of education.

Is it not high time that all this were changed? Is it not time that rural schools, as well as those in the cities, had carefully devised courses of study and judicious systems of regulations for the guidance and support of teachers in the performance of their important and difficult duties? There seems no good reason for delay in a reform so necessary.

The first step to be taken is the necessary legislation to secure complete township organization. Each township should constitute one school district, under the control of one board of education. This board should be empowered to establish such schools and in such localities as will best meet the wants of the entire district, to prescribe a course of study for all the schools in the district, to adopt rules and regulations for the government of the schools, and to employ and pay all the teachers. The central school of each township should consist of two departments; one for the primary pupils in its vicinity, and the other for the more advanced pupils of the whole township. The teacher of this higher department should be *ex officio* principal or superintendent of all the schools in the township or district. He should be the advisor of the board in all matters pertaining to the instruction and management of the schools; he should prepare and submit to the board for its adoption a course of study to be pursued in all the schools; he should hold meetings of the teachers for consultation and discussion of methods of teaching and management; he should be the counsellor of the teachers in cases of difficulty; he should provide for the uniform examination of the schools, and perform such other duties within the sphere of a school supervisor as time and opportunity permit.

The suggestion for a central high school in the town, the principal of which shall be, *ex officio*, a town superintendent, is just in the line to which thought

has been directed in our own state by the recent report of the state superintendent.

We believe the plan is entirely feasible and that it would be more effective in the renovation and upbuilding of our rural schools than anything else which has been proposed, not excepting county superintendency. In this connection we notice that the teachers of Illinois are moving in the direction of township principals, notwithstanding their county superintendency which has been in operation for at least twenty-five years. At the holiday meeting of the State Association at Springfield, a resolution was offered to the effect that the Legislature be petitioned to add the following provision to the school law.

"Upon petition of fifty voters of any school township filed with the township treasurer, it shall be the duty of the treasurer to notify voters of the township that an election 'for' or 'against' a township principal of schools will be held at the next ensuing election of trustees. If the election be in favor of a township principal, the trustees shall appoint a suitable person and fix his compensation. It shall be the duty of the township principal to advise with the boards of directors in the township as to the courses of study, text books, candidates for positions as teachers, to advise with teachers as to the methods of instruction and discipline, to hold teachers' meetings, to visit schools, examine classes, and to report to the proper authorities whatever is censurable."

We hope the time will speedily come when public sentiment shall be so thoroughly roused in relation to these matters that the necessary legislation to secure these much-needed reforms cannot be longer delayed.

THE MODERN READERS, published by H. I. Gourley, 6 Market st., Philadelphia, are a most excellent series of readers. Their gradation, the selections, and the language work are worthy of all commmendation. The illustrations are our ideals of that feature of school books; their adaptation, truthfulness to life, excellent execution, and the absence of strained and exceptional conditions and positions, often introduced for mere effect, are especially noticeable.

PROF. GEO. SCHELLENGER has resigned his position in the public schools at La Crosse, to engage in the study of law. J. W. Langdon, of Hartford, Washington county, takes Mr. Schellenger's place at La Crosse, and Mr. Sylvester, of Schleisingerville, takes the place of Mr. Langdon as principal of the north side school in Hartford.

WE regret that we are not able to present our readers this month with the address delivered at the recent meeting of the Association by Dr. Kempster, upon the subject "Why Brains Wear Out." A personal letter asking for the manuscript for publication, in accordance with the vote of the Association, has elicited no response, so that we are unable to say whether the failure to furnish the copy is because of lack of time satisfactorily to prepare it for the press, or from indisposition to have the address published.

THE many friends of Prof. B. M. Reynolds, for a long time a resident of this state, but now of Faribault, Minn., will extend their sympathy to him in his bereavement in the loss of his wife. Mrs. R. recently died in Faribault of paralysis, and was brought to La Crosse for burial.

HON. EDWIN WILLETS, for six years last past member of Congress from Michigan, has been elected principal of Ypsilanti Normal School. Mr. Willets is a Michigan man, a graduate of University, two years principal of the Adrian High School and several years of Monroe Acadamy, also twelve years member of State Board of Education, giving him a full knowledge of the needs of the Normal.

J. L. DENTON, state superintendent of Arkansas, and editor of the *Arkansas School Journal*, while holding a teachers' institute at Fayetteville, Ark., in a fit of insanity jumped from a balcony and killed himself. He was one of the leading educational workers of the state.

STATE SUPERINTENDENT RAAB, of Illinois, has issued his first circular. It announces the examination of teachers for state certificates, which will take place this year as follows: On August 21, 22, 23, and 24, simultaneously, at Chicago, Dixon, Peoria, Normal, Camp Point, Springfield, Champaign and Centralia. He takes time by the forelock, and announces that in the examinations of 1884, the examination in theory and art of teaching will be limited to Payne's "Lectures on Teaching" and an essay on Horace Mann.

The examination in English literature will be limited to general questions upon American poets and a special examination upon Longfellow's "Evangeline."

THE city of Dubuque, Iowa, does not employ a superintendent. The secretary of the board of education attends to the business of the schools at a salary of $1,200, and the principal of the high school and the four principals of the ward schools, each gives one half of his time to supervision.

AT a recent meeting of the State Teachers' Association of New Jersey, the following resolution was adopted:

Resolved, That the Association request the legislature at its next session to repeal the law for county institutes, and establish seven schools, one for each congressional district, to hold one session of four weeks every year, the course of study to fit applicants for a third grade certificate, and that $500 per year be given to each of the schools.

QUITE a number of the best teachers of the county express a determination to adopt some other mode of livelihood next year if wages do not improve. This is a question which the people must consider at the next annual meetings. Our schools cannot improve if the quality of teachers depreciate. Not in years have there been so many inexperienced teachers employed in this county as at present, and it was only by great effort that a sufficient number of teachers to supply the schools were secured, without lowering the standard of qualifications to a level to which the sentiment of this county is not partial. The wages of country teachers must be increased or their continuance in the business will be of brief duration. The prosperity of the schools is at stake, because their effectiveness must be impaired by placing them in charge of incompetent or inexperienced persons. Just as soon as maturity of mind is reached other lines of business offer greater inducements and the country schools will be left exclusively to the management of callow youngsters.—*Manitowoc Pilot.*

WE have received from the publishers, Eldredge & Bros., 17 North Seventh St., Philadelphia, a capital little book, just published, entitled, *First Lessons in Physiology and Hygiene*, by Charles K. Mills, M. D. For elementary work we have seen nothing better. The plan, and method of treatment, are excellent; the selection of topics judicious; the statements clear, and sufficiently full to awaken interest and stimulate inquiry; and the whole is a compendium of useful and practical information relating to the human body, its structure, and the laws of its healthy activity. A syllabus at the end of each chapter gathers up in condensed form the principal points made. If the review questions upon the syllabus had been omitted, it would have been an improvement. Price, 85 cents; to teachers, for examination, 60 cents.

ONE of the most unique of Boston's many educational institutions is the Lowell Institute. It was founded by John Lowell, a son of Boston and Harvard, a man of scholarly tastes and interests, who died in 1836, leaving his property of $250,000 "to provide for regular courses of free public lectures upon the most important branches of natural and moral science, to be annually delivered in the city of Boston." The money is held in trust, and every winter the public is invited to hear some of the foremost literary and scientific men of the age unfold their specialties through a series of evenings. The Institute often offers six or eight different courses in a single season. The only requirement for attendance is that one obtain a ticket entitling him to a seat when the time and place of their distribution are announced. The number of tickets is limited by the seating capacity of Huntington Hall, in which the lectures are given, and many who would gladly pay liberally, could they be thus obtained, fail to secure them. A considerable part of the audience consists of students and teachers, to whose study these lectures are an invaluable supplement. The memory of a treat enjoyed

there some years ago, Bayard Taylor on German Literature, is fresh in mind. Max Muller is invited to speak next year, on the Science of Language. The announcements made for the present winter are nothing behind the very best. Dr. W. B. Carpenter, the well-known English physiologist and biologist, will give two series; one, which has just opened, on The Physical Geography of the Deep Sea; the other, which follows later in the winter, on Human Automatism. In the second series of the winter Prof. Goodale, of Harvard, will speak on Physiological and Geographical Botany. One must know something of the value of his class-room instruction to appreciate the opportunity thus offered to students.

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SCHOOL NOTES, SOUTH.—ONE SOUTHERN SCHOOL.

BY SUPT. ALBERT SALISBURY, ATLANTA, GA.

In a southern city, which shall be nameless, I visited a public school. The city aforesaid boasts itself as having the best public schools in the south, and so the visit had to me a special interest. I proceeded at once to the upper room, where the principal teaches the first grade, this being a ward school, or "grammar school." There are eight grades in these schools, each grade having its own room and teacher. I found the principal to be an elderly man, with a large head, a Roman nose, gray side-whiskers, and a striking resemblance to the old-time pictures of General Winfield Scott. His manner, too, was military. With chin in air, and waist-coat well projected, by reason of what was behind it, he walked about on his short legs, the captain of that school-room. And his voice was not the voice of the turtle dove, but the voice of the overcharged summer cloud. His whole *ensemble* was well calculated to strike terror to the heart of the timid pupil beholding him for the first time.

When I entered the room, he was engaged with his whole grade in some work in arithmetic; but he suddenly switched off into a recitation in grammar. The text-book was Reed & Kellogg, and it is needless to add that the recitation was one in sentential analysis. Reed & Kellogg's grammars are universally used in the

south, for some reason that I can not yet discover; and there is everywhere even a greater craze over "diagraming" than that which we suffered in the north, twenty years ago.

The pupils in the grade were fine-grained, nervous boys and girls, slender, and all of a size. The master launched into his work with a vitality that was wonderful. The very demon of push possessed him; and for one full hour did this irate school-master crack the pedagogical thunder over the heads of his pupils, and "storm the gates of sound." They stood the storm bravely, flinched a little sometimes, but never ran — and came out of it all with clean faces. The master's questions were sudden, keen, and sonorous. If the answer, as sudden, were not exact, "WRONG!" thundered from the corner of the room which just then happened to contain the master's large head.

I said to myself: "This is not a bad thing for those who can stand it. The pupil who gets out of this man's violent hand has got to know the ground he has gone over; but it must be a case of the "survival of the fittest."

This man is a Vermonter by birth, (what a state that is for growing teachers!) and a graduate of Williams College. He has been teaching in the south for forty years, and seems good for many years more. Under all his rough and violent manner, I was able to discover a conscience and a warm heart. There was once a man in Wisconsin, who, using sarcasm — vocal lightning instead of vocal thunder — drove on to solid results; and those of his pupils who lived through it are glad they did. And he lived on the lake shore.

To come back to this school. At the end of sixty-five minutes, the grammatical disturbance ceased as suddenly as it began, and was succeeded by a season of "speaking pieces." Half a dozen declamations were given in rapid succession by as many boys, and then the school was dismissed, that the principal might take me through "the grades," the other rooms of the school.

It was Friday afternoon, and the business of the hour, in all the rooms, was declamation, etc.; so I did not see the regular recitation work. What struck me most was the wonderful uniformity in the size of the pupils. They all seemed small of their age, wiry and bright.

The schools seem modeled after those of Boston more than any others that I know of; and one evidence of this is seen in the organization of the high school, the boys and girls having separate high schools. I see decided traces of "the machine in education," more than I have known in any western city. But I ought not to generalize upon such limited observation. One great fault, in this and other southern schools that I have seen, is the excessive length of recitations. I know schools, not a thousand miles from where I live, in which the recitations change just once an hour, and no oftener with intermediate grades than in high-school grades. There is one hour for reading, and an hour for arithmetic, and so on. The school day is never more than five hours in length.

READING.

BY SUPT. S. SHAW, MADISON.

The aim of this paper is to consider the end of reading, not the methods of procedure. Some incidental suggestions concerning the *how* may be dropped, but these will be spontaneous rather than premeditated.

The great end of reading, according to my view, is the acquisition of knowledge. Other ends can truly be named, but they seem to me wholly subordinate in position, inferior in degree of importance. To read in order to know, is to read aright; to read for any other purpose alone is to go wrong. I would not ignore elocution; yet, in a large degree, it is a fine art; it is attainable only by assiduous effort, and then by but few. It is ambitious in its aims; it seeks not only to awaken the intellect, but also to arouse the sensibilities, to guide the will. The elocutionist places, or seeks to place, himself in the position of the author; he is surrounded by the same surroundings, he is overspread by the same canopy of azure and gold, or of cloud and night. For him the same leaf rustles in the breeze, the same rivulet ripples o'er the pebbles, the same songster twitters 'mid the branches. The elocutionist loses his identity; he is no longer himself, he is the author. At the touch of imagination's magic wand, he has experienced a re-creation, and for all present purposes is a new creature. Need I say

that every one can not be so influenced? that he who *can* be, to any considerable degree, is the exception, not the type? We know this is so. In all our experience of teaching reading, the elocutionist in embryo has been a *rara avis;* has been to us and to our school a marvel, perhaps a boast.

Argument is therefore excluded, and any further extension of statement would be to pile the Himalayas upon the Andes — to pour the Mississippi into the Amazon. What then? Is elocution proper to be wholly ignored in teaching reading? By no means. If the teacher is gifted thus, let him be transfigured in presence of his disciples. I would use these words reverently, I trust not too strongly — for the great thoughts, the noble sentiments, the heroic resolves of the mighty dead embalmed in literature and uttered by a sympathetic human voice, are above our ordinary stages of activity and emotion, as high as the heavens are above the earth.

To come suddenly down from such Alpine heights to the usual rounds of every-day life, is to receive a shock inexpressibly painful.

Then let the elocutionist soar away with his pupils, all who can soar; but let him not stay away. Persuade him to come down and give the remaining featherless the shelter of his wings, the evening lullaby.

To drop figures and use plain words, the young elocutionist will enjoy every opportunity we can offer him; but we shall not teach reading just to turn out a grist of elocutionists.

For what shall we teach reading then? Mainly to put the key of knowledge within the possession of our pupils, to show them how to use it, and to so impress them that they *shall* use it. What does this involve? Much. Among other things the following:

1st. The substitution of the eye for the ear — the printed word for the spoken word — a collection of letters for a collection of sounds. To teach the child so that he can rapidly and definitely substitute words of breath for words of ink, is an art particularly needed in primary teaching.

2d. A second point in teaching reading is this: To expand the pupil's comprehension concerning the meaning of words found in the lessons of the reading-books, to bring the child up towards a conception of the meaning of the author in his use of even common words. The literary character uses words, often short, unpre-

tentious words, with consummate skill. With his artistic tongue he finishes the most beautiful, the most varied, the most unexpected mosaics out of these little bits of speech. He takes up a word and gives it a new meaning, owing to its new associations. That meaning may be plain or metaphorical, prosaic or poetic, earnest or ironical. The teacher who does not know this is a cipher; he can only give value to a significant figure. The teacher who does not feel this is, or might as well be, dead, so far as teaching reading is concerned. There is not a drop of literary blood in his frozen body.

On the other hand, a teacher who is alive to these thoughts, but who makes no effort to have his pupils realize them, is a sable-hued sinner. He knows to do good, and doeth it *not*. He could put life into a word, but he putteth it not. He could awake many a sleeper, but he awaketh him not.

3d. A third point in teaching reading is related to the introduction of words by the author not found in the pupil's vocabulary. There comes a time in school-life when the pupil should become strongly self-helpful in this direction; he should be taught the use of the dictionary, not only as to derivation, spelling and orthoepy of words, but clearness of meaning as well. He should be educated not to pass over a word in his reading which he does not understand; but should be made to feel the necessity of informing himself at once by comparison or reference. We teachers cannot too strongly urge upon our scholars the constant, the thoughtful use of a good dictionary, as soon as they are old enough to be taught how to use it.

I am satisfied many teachers everywhere err in this respect.

I shall not prolong this paper by dwelling upon two important points of great interest and utility. They are: What shall be our standard in testing the excellence of the reading of our pupils, and how shall we cultivate in them a love of reading to keep them from stagnation when their school-days have passed by?

It would be difficult to ask a more important or a more practical question than the latter. How many are launched bedecked with flags and streamers in presence of the admiring gaze of vast multitudes, who never hoist a sail, but immediately go into dry-dock for repairs, and stay there.

CULTURE OF THE IMAGINATION BY SCHOOL EXERCISES.

G. H. MILMAN, A. B., MERRILLAN.

"Whatever I had within me that was romantic and dreamy was encouraged by so much story-telling in the dark," says Dickens in his supposed personal reminiscences of David Copperfield, who had a school reputation for entertaining the other boys after the lights were out at night and before bells in the morning with the adventures of Gil Blas, Peregrine Pickle, and of the Arabian Nights. "Misnar, the Sultan of India," a tragedy written at the age of nine years, was one of the exercises, though not given him at school, which enabled Dickens to become the author of Nicholas Nickleby and Little Dorrit. Besides the above he had repeatedly read in childhood the "Crocodile Book," the works of Fielding and Smollett, Don Quixote and Robinson Crusoe. They were his only companions. Dickens was but one of hundreds who owed much to these vivid, imaginative stories. From such Lincoln caught his first glimpse of a great purpose; Garfield was nursed to sleep by wild Indian tales, and early read and re-read the thrilling life of Marion.

Dr. Holland's testimony to the value of a strong imagination, as set forth in one of Mr. Bird's talks concerning Arthur Bonnicastle, who was always telling "stunning stories," and to whom great things were always happening, is to the point: "I have never seen the day since I had him at my side when I did not think he had the making of a hundred different men in him. He was a good student, has been a good teacher, is a good lawyer, and if he had chosen might have risen above mediocrity as a preacher, an author, or a merchant. The faculty of imagination, added to symmetrical intellectual power, makes it possible for him to become anything he chooses to become. By this faculty he will be able to see all the possibilities in his profession, and can apprehend and comprehend the circumstances and opportunities of every case he takes in hand."

We have lately been giving to the Intermediate and higher Primary grades some rather novel work based on these ideas. As composition was much dreaded, even under the most approved,

sugar-coated plans, story-telling was substituted for it. Grimm's Fairy Tales, Hans Christian Andersen's stories (20 cents each), Arabian Nights, and the best juvenile magazines, were placed in the children's hands, and stories were assigned to be re-told orally in class, the pupils being encouraged to vary and enlarge them as much as possible. Sometimes the same story was assigned to all, and Sinbad's diamond adventure, or other stories, would come out in American form adapted to the bluffs and woods near by. Time and pains are required of the teacher to obtain good results, but we find the efforts are amply repaid by the quickening of interest and mental power shown in other work. Certainly some such cultivation is needed, and it proves a pleasant change from the usual monotony of the school machine, grinding out the old rations of geography and arithmetic. The absolute value of the exercise is naturally somewhat intangible, but the above quotations would seem to indicate that it is of more worth than much other work usually given in schools.

LIFE AT THE NAVAL ACADEMY AT ANNAPOLIS.

The following from a private letter, wirtten by a former student in one of our State Normal Schools, we are sure will interest our readers.—[ED JOURNAL.

NAVAL ACADEMY, ANNAPOLIS, MD., January 13, 1883.

I am well established at the academy now and find that I can be quite comfortable here. The course of study is not as hard now as marked at the beginning of the year. The superintendent of the academy informed the head of the department of mathematics that trigonometry, descriptive geometry, and conic sections were rather hard for a person who had not seen an algebra, even, four months previous. The present course for next term, which begins January 29, without any sort of vacation, will be higher algebra and trigonometry in mathematics, history of U. S., constitution, and rhetoric in English, mechanical drawing, and French.

The classes are divided into sections, according to relative standing. This gets over the difficulties attending such a large class (64). In mathematics there are ten in a section, the same in English. In French there are but six, which gives a chance for

conversations, without which it would be next to impossible to teach the language in the time assigned. The recitation hours, 8 to 12:30, and 2 to 4, are divided into periods of two hours each. Two periods in the forenoon and one in the afternoon. The different studies have a certain period assigned to them on certain days. Thus mathematics has the second and third periods Monday, and the second the rest of the week. English has the first period every day except Saturday. French has the third period Tuesday, Wednesday and Friday. Drawing the third period Thursday and the first Saturday. There is but one period Saturday, the rest of the forenoon is taken up with drill. The first half of the class, that is, the first sections, recite the first hour of the period, and the latter half the second hour, to the same instructors as the corresponding sections in the first half. Different classes have different periods for the same subject, so that but one set of instructors is needed in a study. No cadet makes more than three recitations a day under this system.

Each instructor keeps a section book and marks each recitation on a scale of 4; that is 4 is perfect, 2.5 is satisfactory. All those unsatisfactory for a week in any branch are posted on the bulletin with the branch, and mark received in the same.

There is an examination at the end of each month which is counted the same as two weeks of recitations in making out the monthly average. At the end of the month the sections are averaged in each study according to the standing for the month in that study.

Another peculiar thing is the relative weight of different studies. Mathematics counts 7; English, 6; French, 4; and Drawing, 2. The averages in each branch are multiplied by the weight of that branch and the sum of all these products divided by the sum of the different weights gives the general average. In the third class Mathematics count 19. The relative weight of branches is different in every class.

The time from 4 to 6 P. M. is taken up with drills, and Saturday morning from 10 to 12 is also taken up with drill. Saturday afternoon is the only play-time that the cadets have.

The cadets are graded every month, according to their conduct for the month. There are four grades. The first grade gets lib-

erty to go out into town every Saturday afternoon from 2 till 6. The second grade gets liberty every other Saturday. The third grade once a month, and the fourth none at all.

Each offense committed by the cadets is measured by the number of demerits attached to it. The number varies from one to ten. Three hundred demerits will cause a cadet to be dropped from the fourth class; 250 from the third class; 200 from the second class; and 150 from the first class.

The cadets rise at 6 o'clock, and all lights must be put out promptly at 10 o'clock P. M. An inspection is made at this time to see that all are in bed. The cadets make their own beds and sweep out their own rooms and keep them in order. An inspection is made at 6:30 A. M., to see the rooms in proper order. Meals are had at seven, at one, and at half past six. Thirty minutes are allowed for breakfast and supper, and forty minutes for dinner. Good wholesome food is served out. The meals and washing cost the cadets about twenty-one dollars a month.

The cadets are allowed to draw one dollar a month from the paymaster for spending money. The rest is kept back. Five dollars is reserved each month besides, to purchase an outfit for the cadet when he graduates.

There is a store inside the grounds where the cadets can draw any article of clothing needed by them.

One of the old forts is fixed into a gymnasium where the cadets have to exercise during some drill period under some instructor. Each cadet pays twenty cents a month to support the hospital, where three surgeons are stationed to attend the sick. The fourth class takes dancing every Friday night. There is one of the finest bands in the east attached to the academy which plays every morning and evening.

Cadets cannot leave their rooms during recitation period except to recite, nor during study hours in the evening from half-past seven to half-past nine.

Cadets are obliged to attend some church. There is an Episcopal church in the grounds where all those who do not attend church in town go. Any cadet can go to a church in town if he presents a written request from his parents that he attend that denomina-

tion. Those attending church in town are marched to and from the church by a cadet officer.

The cadets are divided into divisions and crews, cadets of the upper classes holding offices. They are all under command of a cadet Lieut.-Commander.

There is so much to tell about the rules and regulations, and the different phases of life, that it would fill a small volume.

The new cadets of the fourth class are called "Plebes," and are treated somewhat harshly at first, but it does them good. It may seem strange that being shaved, with a slop-bucket cover for a razor and mucilage for lather, or standing on one's head while water is being poured down the trowsers' legs, or eating soap, or drinking ink, would do any person good, but the fact remains.

This school is very different from the Normal School, and many times I have wished myself back there, but now things are getting easier and I feel more at home here.

SELECTED.

WINTER'S WORK FOR THE RURAL TEACHER.

PROF. J. A. COOPER, PRINCIPAL EDINBORO NORMAL SCHOOL.

The great school-masters "have achieved worthy results by the moral and intellectual climate they were able to produce, rather than by methods of teaching." Thus says a writer in a recent magazine article. Rural teachers are often surrounded by a depressing intellectual atmosphere. The pupils are not interested in school, because their parents are not interested. Home thoughts are narrow and slow, school thoughts are dull.

In such cases the teacher should make an effort to change the intellectual climate. He should try to stimulate, to widen, and to utilize the thought-power of the district. He should do this in order to make the school-room work more effective. The teacher may say within himself, "I will do my best to secure profitable study for my pupils, I will try to have them study in the best man-

ner, and in order to have them study much and well, I will try to arouse parents as well as pupils to a wider range of thought, and to lead them to think more and to think to a better purpose. If more thinking and better thinking is to be done this winter than was done last winter, some person must cause it to be done, and that person should be the teacher. As a rule teachers are laborious, are earnest, are anxious for the improvement of their pupils; they are pained when their labors seem fruitless, because of the children's apathy. Let each try to change the intellectual atmosphere. Let them remember that a change of climate has often given physical health to the invalid. Health depends upon the air we breathe as much as upon our food. Why may not intellectual vigor depend upon the intellectual atmosphere? If the great schoolmasters formed an intellectual climate for their pupils, why shall not other teachers attempt to do the same?"

Among measures for purifying the intellectual atmosphere and making it bracing and invigorating, the following are suggested: questions, general information, readings, committing to memory choice selections, biographical sketches and anecdotes, literary exercises, and societies.

1. *Questions.*— To awake thought nothing is better than a good question. The great teachers have been noted for their method of questioning. The teacher desiring to stimulate thought among his pupils and patrons, may give a question to his pupils at close of school, saying, "I do not want an answer now; you may think about it to-night, and I will call for an answer to-morrow." The object being to excite thought, the question should be one that will interest the people, yet not be so easy as to require no reflection. A teacher once asked why the leaves fall, calling attention to some trees to which the dry leaves were still clinging. This led to much examination of the trees and much talk about them at home. On another occasion he gave as a problem a recent transaction in the neighborhood: "A man sold a horse for $65.00, bought it back for $50.00, and sold it again for $55.00: How much did he make?" This excited great discussion. Nearly every man and boy in the district solved it, and proved his answer right, though there were several answers found.

On the next day the first question will be brought up, the an-

swer discussed, and a second question presented for future reply. This course can be continued from day to day as long as the interest in the questions justifies it. At first the teacher may find it difficult to select stimulating questions of general interest. Let him not hesitate on this account, for in this, as in most other undertakings, the beginning is the most difficult part. Questions will soon multiply upon the thoughtful teacher. By practise will come skill in selecting the most appropriate. The children, taking the questions home, plying their parents with them, and discussing them with each other, will lead the parents to think about the school.

Teachers at a loss for questions may begin with the breakfast table. Why should coffee be provided for breakfast and tea for supper? Why buckwheat cakes at breakfast, but biscuit at supper? Whence come, and how raised or made, the various articles and dishes on the table? Knowledge gained in finding answers to such questions will be live knowledge, while the giving and answering the questions will change the climate to one of inquiry, activity and investigation. The children will in time learn to ask questions of the teacher and of their parents. When such is the case, to instruct them is a pleasure.

2. *General Information.*—The teacher may call the attention of the school to some subject of general interest, as a public work, a discovery in science, a great crop, a great act, a great accident, and talk over the same with the pupils. He may say, "Items of public interest are often mentioned in conversation and in the newspapers. Please inform me when you next notice one, and we will talk about it. Tact and skill will be needed to lead boys and girls to select topics wisely, but pupils can be trained to find useful information, and to tell it in a way to be interesting to themselves and to others. This exercise may lead pupils to select their reading, and to discriminate between useful and useless information, between the higher and the lower in thought. The topics of general interest are unlimited in number, as the world's work and workers, commerce, shipping, currency, food supplies, manufactures, etc., etc. Teachers may often have some difficulty in finding accurate information, as works of reference are not to be found in every school. But as a compensation, this difficulty will drive children to ask their parents and to consult books at home.

Some teachers make an interesting topic of the rights and duties of citizens, how officers are chosen, how they are paid, whence comes the revenue of the State, how the taxes are expended. Such topics are interesting when presented about election time. A wise teacher will choose his topics in season.

3. *Readings.*—"When I am reading a good book" says Hamerton, "the only Crœsus that I envy is he who is reading a better book." In some schools the attention of the pupil is confined to "doing sums," "parsing," and other routine work, The atmosphere of such schools is deficient in essential elements of intellectual stimulus. To read well is to think well. A thinker excites thought in others, and purifies the educational atmosphere about him. One of the best services a teacher can do for a pupil is to lead him to think more, by inducing him to read more and to read more judiciously. This all teachers can do. The teacher may inquire of pupils what they have read or are reading, how they enjoy it. He may in turn tell what he himself is reading, and propose to bring his book and read a little to them, asking them to bring theirs and read to each other. Books, magazines and newspapers will thus be brought to school, and interesting selections be read from them. The children will experience the delight of reading good stories, and of hearing good stories read by others. The teacher can mention some good books which contain delightful reading, naming such as are known to be in the district or can be easily secured.

Several of the pupils might be led to read the same book, and compare views upon it. Such an exercise is most valuable in cultivating the taste and judgment. To be useful in this work, the teacher must look over the family libraries in the district, and learn something of their contents. This will make him acquainted with the people, will make him know the home-life of the children better, and will thus prepare him to reach the hearts and minds of the pupils. By associating with the parents, and talking over the contents of their libraries, the teacher will become an instructor and adviser of the parents, and will be consulted about papers, magazines and books for the family. If he is competent to advise, he may do great good by his suggestions. In many families, new books are a rarity. In most cases, book purchases are accidental.

A teacher acquainted with books, and familiar with the cheap editions, can do much to increase the reading facilities and reading habits of the young. Some of the best works in science, biography, history and travel, can now be had for ten or twenty cents. Five dollars would buy forty instructive and readable books in cheap form, and furnish a winter's reading for the whole district. Nearly every teacher, if he knew the books well, could induce the parents to spend the five dollars.

4. *Memory Selections.*— It will do children good to commit to memory extracts from the best writers. The thoughts contained in the extracts will awaken thought in the mind of the pupil. To learn the words and not understand the writer's thought does positive injury. Easy narrative, showing the exercise of the sterling virtues, is best for the younger pupils. The instructions should be felt rather than expressed in words, so that there would be no formal statement of a moral lesson. Short selections can be found, giving in vivid language important historical, scientific, and geographical information. These committed to memory, and recited before the school, will stimulate to more energetic study of the regular school lessons.

A short and pointed maxim can be given and learned daily. Illustrations of its truth may occasionally be pointed out. It will be well to follow Jacotot's rule, "Learn something and repeat it daily." "Knowledge is easy to him that understandeth." All selections should be understood; they should be learned for their influence on the learner and on the school. This influence should reach the emotions through the understanding.

Every teacher should aim to make his pupils acquainted with a few extracts from one or two of our best American writers. Choose those that are valuable for the thought and the expression.

5. *Biographical Sketches and Anecdotes.*— A bright young man attended the county institute for the first time and listened to a lecture on one of the great teachers. The young man admired the lecture, and was enthusiastic in praise of the speaker. When asked by a prosy pedagogue about the great teacher and his work, the young man could remember but two events of his life, and nothing of the teacher himself—not even his name. "Well," said he, "it was about a man born in 1796, who died in 1842."

The young man had been captivated with sonorous sentences. "Words of learned length and thundering sound" had amazed him, and like Goldsmith's village rustics, he wondered at the speaker and failed to understand the speech.

Much — far too much of all instruction — stops at the ear, and never reaches the understanding. Too much of history and biography is confined to dates. To any youth, a short and characteristic anecdote of a distinguished person is of more value than the dates of every event in his life. A date is of value only when a man's life is specially formed by the particular opportunities of his age. Washington and Grant enjoyed opportunities which developed their powers. Had the Revolution and the Rebellion each been delayed a quarter of a century, both might have remained in private life and been unknown to history.

It is much more interesting, and much more valuable to a boy, to learn that William Brown, a shepherd lad twelve years of age, taught himself Greek, and walked twenty-four miles to buy a Greek New Testament, than to learn that he was born in 1724, married in 1749, and died in 1801.

Sketches — character sketches of the wise and good — are instructive, pleasing and stimulating. It would be a valuable exercise for teachers and pupils to find, learn and repeat anecdotes of good men and women. They should be such as illustrate the character and habits of the individuals, and exhibit conduct worthy of imitation and emulation. In the struggles and trials of others the pupil will see the path of his own self-development. "Example sheds a genial ray of light which men are apt to borrow," and also to follow. The example of the virtuous and the self-denying is best shown in characteristic anecdote. A teacher should make a note of valuable personal stories, and keep the same securely. A book of such sketches, gathered from time to time, would be a great treasure. These stories, often repeated in the family, will help create a bracing intellectual atmosphere in the home.

6. *Literary Societies.*— Some teachers have organized literary societies among their pupils, or among their patrons, and with excellent results. Perhaps it could not be done in every school. Perhaps some teachers could not do it in any school. But the average teacher in the average district can make it a success. If success-

ful, it unites the thinking forces of the district, and concentrates thought upon educational affairs. It sends the children to school with improved intellectual appetites. A teacher competent to organize a literary society can soon determine whether it will be expedient to make the attempt. He can invite his patrons to visit the school some afternoon and witness a review of his school work. He can have some topics of general interest discussed by the pupils, and from its effect upon the parents he can judge of the propriety of trying to establish a society for reading, discussion and other literary work.

HINTS AND CAUTIONS.

1. Every teacher who wants to make the most of his school must try to awaken thought in the district, and if he tries he will succeed.

2. "The beginning is the whole." Therefore, begin. Every teacher can do something to improve the educational climate about him.

3. Say little about your plans and aims. Do something, and waste no time in announcing purposes and plans.

4. Begin with the easy; proceed to the difficult. Attempt no more than you believe you can carry through.

5. Have a definite end in view, and plan and work for that end.

6. Remember the power to think, the habit of thinking, and the mode of thinking, are of greater value than the accumulation of facts.

7. Advance regularly. Let each day see something attempted, something done. "It is the steady gait that tells."

8. Measure your success by the improvement in the educational atmosphere. Your value to the district will depend upon the change you produce in the tastes and thoughts of the district.

9. Not all teachers may be able to work well in all the above directions, but every true teacher can work in one or more directions.

10. While trying to improve the climate, do not neglect sound intellectual food. Improve that also.

11. Every honest effort for good by the teacher will exert a reflex influence upon himself, and while trying to help others, he himself will receive most benefit.—*Educational Review.*

THOUGHTS OF AN OLD TEACHER.

No truer principle was ever laid down for the teacher — none which points more surely to success. Yet practically it is almost ignored, and the great lack of genuine and heartfelt sympathy between teacher and scholar is seen in a corresponding lack of moral power. How, indeed, can we expect to control children otherwise than by brute force, unless there is this golden cord uniting the hearts of the teacher and the taught?

The parent is the natural guardian of the child, and is responsible to the child, to society, and to God, for the manner in which this obligation is discharged, When he takes the child by the hand and leads him to your school-room door, he delegates to you a large portion of his authority, and with it comes an equal share of responsibility. Morally, the relation of teacher and scholar is almost synonymous with that of parent and child; consequently the same qualities which combine to make the kind, judicious parent should be found in the teacher also.

When the little one, leaving the happy fireside, the loving home circle, takes his seat with your pupils, he should find there the same kind of affection which he leaves behind him, and not only the same in kind, but approaching much more nearly the same in degree than many who occupy the teacher's chair seem to suppose. If, on the contrary, he comes to you from a cheerless, loveless dwelling, so much the greater is his need of kindness and affection in the school-room; and so shall you cultivate the otherwise uncultivated germ of all that is good in his nature. Love, pure in quality and unstinted in quantity, is the first great want of every child, and he wants it in the school-room as well as at home. If our hearts are not large enough to take in each one of the scores of children whose names are enrolled in our registers — if we cannot become for the time father or mother to each — let us pray God to enlarge our hearts and to increase our love. If the prayer is not answered, we may safely suspect that we have mistaken our calling.

Having, then, this sincere interest in and affection for our pupils, let them be made manifest in our actions. It is a mother's province to watch over her child in tenderness and love, to check every

wayward impulse, to shield from temptation so far as may be, to be patient with the many faults of the oft-recurring remissness in duty, and to love through all. So it is also your province, fellow-teachers, and mine. If the judicious father, with gentle firmness, seeks to curb the restless spirit of his boy, and though the child sin a thousand times still forgives, still loves, so should you and I. Let us remember that those parents acquire the strongest influence over their children who obtain most of their confidence. Pupils should be made to feel that their teacher is their friend; that they can go to him with everything that interests them, however trivial in its nature, and find ready hearing and sympathy. Let them feel the same freedom, the same familiarity, as with a parent.

Truly may it be said that few teachers live up to their privileges — few wield the mighty power for good which God has placed within their reach. We do not sufficiently realize that the destiny of our scholars for eternity, no less than for time, is to a great extent committed to our hands. Nowhere can opportunities for winning souls be greater than in the school-room; in no one will the starless crown be more inexcusable than in the teacher.

GRAMMAR IN PUBLIC SCHOOLS.

EDWIN E. WOODMAN.

In a letter from St. Louis which recently appeared in the *Republic*, I noted that the study of grammar has been abolished in the public schools of that city. The same thing was, I believe, done in Cincinnati some time ago, and is now under consideration in the educational administrations of Philadelphia and Chicago.

The practical question for every community in which this subject is brought publicly forward is, whether the proposed change is without doubt a reform or improvement. Fashions in education, and mild epidemics in educational methods, have swept over our public schools now and again for thirty years past that I can remember, and yet these schools, from Boston to St. Louis, are not greatly better than they were thirty years ago — are not turning off more thorough scholars, only more of them. Ideas which have thus had a temporary supremacy, as, a rage for calisthenics, the

loading of reading books with the contents of the cyclopedia, the "sausage method" of teaching grammar, and now "language lessons," if not originating in the active mind of the publisher of text-books, were fostered by him and were chiefly commercial enterprises. No school has been unsuccessful for lack of adequate text-books at any time since public schools became general, and it is idle to expect a revolution in the ease of making scholars in English by simply changing text-books.

What is implied by the phrase, at present so popular, of "throwing grammar out of the public schools," I take to be, not an intention to ignore the fact that our language has a grammar, but a design to teach boys and girls to become grammatical without letting them know that it has a grammar, as medicine is sometimes given them under a disguise of sweetmeats. The movement appears to me to be retrograde, like the regency of Jack Cade, who put Lord Say's head on a pole for "corrupting the youth of the realm in erecting a grammar school." It seems to be an effort to make scholars in English by reliance on the faculty of imitation, or, as an evolutionist might say, by reverting to the principal characteristic of monkeys and Chinamen. Children do learn to talk in this way, and accordingly as they are reared in families of education or otherwise their talk conforms more or less to the accepted standards of the language; but that most, or even many, young persons can in this way be taught to know the language as an adult should know it, my observation and reason both tell me is improbable. I may make an exception of the remarkable persons who are gifted with tongues, on whom the divine power of speech has descended with distinguishing grace. Doubtless there is here and there such an one, who assimilates the grammar of the language without studying it, who intuitively goes right, "whose verbs and nouns do most agree." I had supposed Lincoln such a character, as, if he had never made a study of grammar, his remarkable speeches and state papers would clearly establish; but I find it recorded by Holland that young Lincoln, after he had become of age, and while clerking in a store, went seven miles to borrow a grammar and then mastered the book. It will perhaps be fair to leave it to the advocates of throwing grammar out of the schools to produce examples of successful writers who were

educated out of The Complete Letter Writer, or by any similar means.

An author's style is apt to permanently impress his reader. The study of Addison and Dr. Johnson would be improving to any one, and an apt student who had never studied grammar might possibly acquire a correct and agreeable style of his own by becoming very familiar with those writers. But in that case his grammar would be correct because it was borrowed from a grammarian, and not because it was in any proper sense his own. For he must refer to his model in defense of every sentence, while his model bases the construction of his own sentences on the rules of the language. It appears to be claimed on behalf of the abolition of grammar, that all we need is the practical result; that if the boy learns to write in accordance with good usage, it is not necessary or even valuable for him to know why the usage is good. This implies that an imperfect knowledge of a language is as good as a perfect one; whereas, the fact in regard to our own language is, that those write it best who understand it best, and in regard to every other language is, that we cannot learn it at all without learning its grammar. Language is not a simple tool, which one may learn to use though he could not make it, but a mechanism which one cannot use reliably until he has mastered its construction. Acquiring a language without grammar is like learning music by rote. Now and then there will result a performer who will pass with the uncultivated, but never an artist, never one to impose on a musician.

Our best magazines witness that writing which is grammatically correct is not too common, with grammar still remaining in most schools. Will any one say that such prominent examples of false syntax are a result of teaching grammar in the schools? Hardly; and I doubt if any improvement is to be wrought by abandoning the means by which good scholars in English have hitherto been made. Grammar may not always have been taught in the most judicious way; looking back on some experience as a teacher I may say this with freedom, if not with mortification; but while I make no defense of poor grammars, or poor teaching of grammar, I do earnestly hold that it will be a mistake to supplant the study of the plain "old fashioned grammar" of our fathers by any "patent incubator" of the mother tongue.—*Baraboo Republic.*

MR. FREEMAN ON AMERICAN PECULIARITIES.

The distinguished historian who visited this country last winter, has written some pleasant impressions of American ways for Longman's new magazine. He raps his own countrymen quite as hard, when he raps at all, as will be seen by the following on American spelling:

Half the unhistorical spellings which disfigure our printed language come from the vagaries of half-learned printers, on which side of the ocean matters very little. As for Latin words, one is sometimes tempted to say, let them spell them as they please; but it is hard when Teutonic "rime" a word which so many romance languages have borrowed, is turned into "rhyme" merely because some printer's mind was confused between English "rime" and Greek "rhythm." So with specially American spelling fancies. If any one chooses to spell words like "traveller" with one *l*, it looks odd, but it is really not worth disputing about. Nor is it worth disputing about "color" or "colour," "honor" or "honour," and the like. But when it comes to "armor," still more when it comes to "neighbor," one's Latin back in the former case, one's Teutonic back in the other, is put up. Did he who first wrote "armor" fancy that "armor" was a Latin word like "honor" or "color?" By all means let *armatura*, if any one chooses, be cut short into *armure*, but let us be spared such a false analogy as *armor*. "Arbor" for "arbour" brings out more strongly the delusion of those who, having a Latin tree on the brain, doffed Teutonic "harbour" of its aspirate. But the most unkindest cut of all is when Old English "neáh ge*búr*," which, according to the universal rule of the language, becomes in modern English "neigh*bour*," is also turned into "neigh*bur*." Did anybody, even a printer or a dictionary maker, really fancy that the last three letters of "neighbor" had anything in common with the last three letters of "honour?" It is surely hardly needful to say that Old English *u* is in modern English consistently represented by *ou;* "hús" becomes "house," "súo" becomes south," "út" becomes "out," and "neáhgebúr" becomes "neigh*bour*." American printers, too, have some odd ways in other matters, specially as to their way of dividing words when part of a word has to be in one line

and part in another. Thus "nothing" will be divided, not as "nothing," but as "noth-ing," as if it were the patronymic of a name "Noth." Yet surely even a printer must have known that "nothing" is "no-thing" and nothing else. So again "knowledge" is divided into "knowl-edge," suggesting rather the side of a hill than the condition or occupation of one who knows. It is really quite possible that the *d* may have been thrust into "knowledge"—better written "knowlege"—from some thought of a *ledge*. Anyhow one suspects that very few people know that *ledge* in "knowledge," and "lock" in "wedlock," are one and the same ending. "Wedlock" at least is safe from being "wedl-ock," because everybody thinks it has something to do with a lock and key.

DIFFERENCE IN PRONUNCIATION.

In the pronunciation strictly so called—I mean the utterance of particular words as distinguished from any general tone, accent, intonation, and the like—I remarked less difference between America and England than there is in the use of the words themselves. Of certain dialectic differences within the United States themselves, I have already said something. When the Virginian says "doe" and "floe" for "door" and "floor," it is truly a case of dialect in the strictest sense, as the difference between the dialect of Somerset and the dialect of Yorkshire. I fancy that something that might be called a principle has more influence on pronunciation in America than it has in England. This remark is not my own; I found it, or something to the same effect, in an American periodical. It was there remarked that in America there is a large class of people who read a great deal without very much education, and who are apt to draw their ideas of pronunciation rather from the look of the words in the book than from any traditional way of uttering them. This will most likely account for some cases, specially for one on which I shall have something to say presently. But there are other cases in which the American usage, though it sounds odd to a British ear, is strictly according to the analogy of the English tongue. I heard in America "ópponent" and "ínquiry," and very odd they sounded. But they simply follow the English rule of throwing the accent as far back as they can, without regard to the Latin or Greek quantity. If we say "théatre"—

which, by the way, is accidentally right, according to the Greek *accent* — "aúditor," "áblative" and a crowd of other words of the same kind, we may as well say "ópponent" and "ínquiry." The only reason against so doing is, I suppose, that they are a little hard to say, which is doubtless the reason why; while everybody says "áuditor" and "sénator," nobody says "spéctator."

But there is one word on which I wish to speak a little more at large, as a clear instance in which the schoolmaster or the printed text or some other artificial influence has brought about a distinct change in pronunciation. The word "clerk" is in England usually sounded "clark," while in America it is usually sounded "clurk." I say "usually," because I did once hear "clurk" in England — from a London shopman — and because I was told at Philadelphia that some old people there still said "clark," and — a most important fact — that those who said "clark" also said "marchant." Now it is quite certain that "clark" is the older pronunciation, the pronunciation which the first settlers must have taken with them. This is proved by the fact that, the word as a surname — and it is one of the commonest of surnames — is always sounded, and most commonly written "Clark," or "Clarke." I suspect that "Clerk" as a surname, so spelled, is distinctively "Scotch," in the modern sense of that word. Also in writers of the sixteenth and early seventeenth century, the word itself is very often written "clark" or "clarke." But of course "clerk" was at all times the most clerkly spelling, as showing the French and Latin origin of the word. It is plain, therefore, that the pronunciation "clurk" is not traditional, but has been brought in artificially, out of a notion of making the sound conform to the spelling. But "clurk" is no more the trne sound than "clark;" the true sound is "clairk," like the French "clerc," and a Scotchman would surely sound it so. "Clark" and "clurk" are both mere approximations to the French sound, and "clark" is the older, and surely the more natural approximation. The truth is that we cannot sound "clerk" as it is spelled; that is, we cannot give the *e* before it the same sound that we give it when it is followed by any other consonant. We cannot sound *e* in "clerk" exactly as we sound *e* in "tent." This applies to a crowd of words, some of Teutonic, some of Latin origin, in which the spelling is *e*, but in which the sound has, just as in "clerk," fluctuated between *a*

and *u*. The old people at Philadelphia who said "cl*a*rk" also said "m*a*rchant." And quite rightly, for they had on their side both older English usage, and, in this case, the French spelling itself. The sound "m*u*rchant" has come in, both in England and in America, by exactly the same process as that by which the sound "cl*u*rk" has come in in America, but not in England.

NO LONGER SLANG WORDS.

The word "certainly" is a very natural form of granting any request, but in England we should hardly use it except in granting a request of some little importance, or one about the granting of which there might be some little doubt. American use extends it to the very smallest civilities of the table. "I guess" I have always stood up for, as a perfectly good form, if only it is not always used to the exclusion of other forms. "I reckon" is as good English as English can be; it is only at "I calculate" that one would begin to kick, but I do not think that "I calculate" is often heard in the kind of American society to which I was used. It might, however, be taken as an instance of the way in which technical and special words get into common use, sometimes on one side of the ocean, sometimes on the other, and which seem odd to those who are not used to them. Let me take an Oxford story of perhaps five and thirty years ago. A story was told in a common-room of an American clergyman, who was in the habit of getting into theological discussions with his bishop, and who was sometimes puzzled as to the way in which he ought to behave in such cases toward his spiritual superior. "I had a respect for his office," said the presbyter; "but I did not like to indorse all that he said." A fit of laughter went round the room. Thirty-five years ago there seemed something irresistibly ludicrous in applying a commercial word like "indorse" to agreement or disagreement on a theological matter. I am quite sure no one would laugh at it now either in America or in Britain; we all indorse or decline to indorse, positions on all questions, theological, political, philosophical, or any other. But I doubt whether any one in England would talk of "the balance of the day," a phrase which I have heard in America, though I should doubt its being common. Purely legal phrases, too, seem to get more easily into common use in America than here, and I am told that the same is the case with medical phrases also.

SOME METHODS OF TEACHING GEOGRAPHY.

No. 1. The teacher assigns the lesson, probably a half column of map questions for review. For instance, on the map of Africa, the cities, capes, lakes, rivers, and mountains, are given for a lesson. No distinction is made. All must be learned alike — committed to memory. The pupil must be able to tell in what part of what country, and on which side of what river, each city or town is situated. All are of equal importance; Derr or Magadoro is just as important as Cairo or Tunis. They must also learn from what part of what country, into what water, and in what direction, each cape projects. Cape Lopez is equally as important as Cape Verd or Good Hope, and so on through the list. The situation and outlet of lakes must be given; the source, direction, and outlets of the rivers; and the exact situation of every mountain peak, or situation and direction of every range.

During the recitation the teacher sits at her desk with her book open before her, one index finger carefully keeping the place in the column of questions, the other industriously racing around over the map, like a hound hunting a lost track, trying to find the place, in order to be able to say "right" or "wrong" when it is located by the pupil. This gives the pupil a good chance to take a peep at a concealed book to refresh his memory. Thus the whole list is gone through with, in the exact order of the book — not one place omitted. The next lesson is assigned (probably the same one over again) and the class is dismissed, apparently as well satisfied with the performance as the teacher.

This method, of course, has its good points; but they are so exceedingly small that it may require the use of a magnifying glass of very great power to see where the benefit to the pupil comes in. It is a very *easy* way for the *teacher*, provided she be not easily embarrassed by the long silence necessarily following some of the answers before she can say "right" or "wrong." True, the *memory* is being cultivated and stored with *facts* (!) which may some time in the dim, distant future, be useful. But when?

No. 2 differs from No. 1 in that only the most important places are to be learned — the others being omitted or recited with the book before the pupil as well as the teacher. In neither of these

methods is the outline map or a globe brought into requisition. The class usually manifests great interest — in trying to invent some side show to prevent old Morpheus from spreading his balmy wings over them.

No. 3. The teacher selects from the lists the places that are the most important from a commercial or other standpoint; arouses the interest of the class by giving a short description of some city, or of a noted structure in some country — *e. g.* the pyramids of Egypt, or the ruins of Thebes, or the great Suez Canal — encourages them to learn from the Cyclopædia, Pronouncing Gazetteer, books of travel, or other sources, interesting descriptions of the people, products, animals, or places of the country — the origin of names etc., etc.; and the preparation of the lesson becomes a pleasure.

In the recitation the pupils are encouraged to tell what they have learned about the places mentioned in the lesson; one pupil is sent to the outline map, pointer in hand, to point out the places as they are mentioned; sometimes the teacher calls for the places, and sometimes she has the scholars call for them. One scholar may call on the one next to him to locate or describe some place, and that one in turn, after answering, may call on the next one in the same manner. This teacher strives to keep up the interest of the class by frequently varying her methods, and not using any one until it becomes monotonous.

No. 4 introduces map-drawing, and when she assigns the lesson, draws the map on the blackboard, taking the pupils on an imaginary voyage as she draws the outline, marking the principal gulfs, bays, capes, and cities along the coast as she comes to them, stopping occasionally to throw in a lively description, to keep up the interest of the class. Occasionally she has the class draw the map on their slates as she draws it on the board. When she has completed her voyage around the coast, she takes them on a journey through the interior, locating the principal cities, rivers, mountains, and lakes, as she comes to them. Not more than fifteen or twenty places are required to be learned for one lesson, as she considers a little well done, better than a great deal poorly done. She has her pupils draw the map on their slates and bring it to the class three or four times before finally putting it on paper, for which she offers a prize, or extra credits.

In the recitation three or four scholars are sent to the boards to draw the map, *without the book*, while the others recite the lesson, one being sent to the map to point out the places, as in No. 3.

A little time — five or six minutes — is always taken at the beginning of the recitation for a rapid review of previous lessons. This she considers very important in fixing the lessons in their minds. At the close of the recitation, and before assigning the next lesson, a few minutes are allowed for criticising the maps that have been drawn on the blackboard. Some of the best maps drawn on paper are used for ornamenting the room by tacking them up on the wall, or better, by putting them in rustic frames and hanging them up around the room.

Although each of these methods may have some good points, it is easy to see which is most profitable.— *Pacific School Journal.*

NATURAL SCIENCE IN THE COMMON SCHOOLS.

BY JOHN H. FRENCH.

It is not possible in ungraded schools to teach the natural sciences, because there is not time; but it is possible to teach some of the facts of all these sciences, without having a recitation period for this purpose, and thus awaken and keep alive an interest that will add largely to a teacher's success and to the benefit of the children. Setting apart ten minutes each afternoon, at the close of the work of the day, and teaching the children physiology, with nothing but the living specimens to use, has, in the course of a term of five months, given to the pupils of that school a large amount of knowledge in regard to the structure of the human system and the laws of health, with no guide except a little work entitled "Catechism on Physiology." Children need to know something of all the departments of natural philosophy; not the science, but the facts; and they are all adapted to the capacity of early childhood and the securing of an interest and attendance at school. A case of butterflies mounted, from the cabinet of the naturalist, with an explanation of the different parts, such as the number of wings and legs, the antennæ, etc., has been known to awaken an interest in a primary school which resulted in securing a prompt at-

tendance and the acquisition of a large amount of valuable knowledge of natural history; and a table on which an assortment of leaves was arranged by the pupils has been the means of awakening an active interest in the study of botany, without interfering with the other work, and the children learned more, by reason of being rested and refreshed by occasional lessons on this subject.

How shall the elements of Natural Science be taught?

1. Never attempt to give a lesson without having previously prepared yourself, and the preparation must consist of first, the matter. It is better to question knowledge into the child's mind than to tell him. Second, method: you cannot do the work without some methodical arrangement of the subject.

2. Teach orally. You need not have books in the hands of the children. You may give them questions, and allow them to search for information outside of school hours.

3. Use visible objects. You want an object in the schoolroom, if possible.

4. Teach facts, not science, and when they are old enough to study they will have a large capital to use.

5. Give short lessons; under no circumstances to exceed twenty minutes. Require the children to reproduce the lesson in writing, with time for reading and criticism. Two lessons a week of this kind will enable a school in two years to cover several departments of natural science quite extensively.

6. Make a point at each lesson. A great many lessons are without point. You want also to clinch it. It can be made in five minutes, and sometimes in two.

7. Allow pupils (not require them) to handle and examine the objects.

8. Relate anecdotes and incidents. If you can think of any anecdote or incident to clinch the lesson, tell it.

9. Question more than you tell, and you have the key to good teaching. Lead children to discover for themselves and tell what they know. Question knowledge into the mind and question it out again, rather than pour it in and then try to ladle it out.

10. Have every lesson reproduced, either orally or in writing, not the same day, but at a subsequent time, to see if they can reproduce it; and if so, it is probable they have acquired it for life.

Do not put text-books into the hands of the children, but let the objects or the experiments be the text-books. People, as a general thing, are intensely ignorant in physiology, and many are unable to tell which is the largest, the lungs, brain, or stomach. The field is a broad one, and the whole year furnishes materials. Domestic animals form good lessons for the winter months. When the spring comes bring in the plants to teach the elements of botany, and rocks and sea shells to teach geology. There is material enough to teach the properties of matter, but it is necessary to begin with very elementary facts, that can be understood by every child, and that will interest every child because it can be understood. The mind must first be stored with information before the information can be arranged scientifically. It is not the place for science, but for elementary facts.

A WARNING EXEMPLIFIED.

A few weeks since we called the attention of teachers to the fact that much of their cherished oral teaching was of little value to pupils from a lack of definite aim and purpose therein; that, indeed, it was like shooting "arrows into the air." We find our words further illustrated by an example given by an exchange, which we here reproduce. The tending of this author's warning is somewhat different from that which we gave, and yet its moral is the same. Giving oral lessons with no effort to test the comprehension of the pupil during their progress, is certainly shooting "arrows into the air," and the teacher will surely find, when she attempts to secure a reproduction of these lessons, that the arrows have fallen lamentably wide of the mark intended.

The subject for the day's lesson in geography was the plants and animals in different countries. What could be so delightful for a trial of the oral method? In all their grade work in geography there did not exist so golden an opportunity. Commencing with the cold climate, the teacher struck an iceberg at the outset without danger, and with all the imagination and facts at her command she described the huge floating mass sailing king-like through northern seas, oft-times with pinnacles glistening like icicles in the

sunlight. Turning to the blackboard she roughly sketched one seen by herself, one bright morning in mid-ocean, showing in word-pictures the good ship with its anxious crew, its silent captain watching statue-like every sign through his glass, the passengers, a little alarmed but wholly enthusiastic over this wandering voyager, striking off rainbow hues "as he sailed." It was easy to imagine polar bears clambering over its marble surface, and to go from this to the other animals of that region, and tell of their furry coats, and of their food, habits, etc, Here was introduced that touching story of the eider-duck's maternal devotion in burying her pale green eggs in the warmth of snowy down, plucked from her own breast, each time it was stolen by the hunters. Coming to the inhabited portions, the life and habits of the people were spoken of. Sparse vegetation was noted, and the lesson closed with a thrilling account of a conversation the teacher once had with the survivor of an Artic expedition. How the children listened! Big, round eyes looked into the teacher's eyes which gave back their reflected enjoyment, for she felt the delicious power of swaying that little audience, as they bent forward over their seats with bated breath. Really, this *was* delightful teaching, after all.

Next day she repeated the experiment, and this time led the curious little flock through the dense forests of the tropics, parting the almost impenetrable mass of leaves and climbing vines for them to peep through into the jungles of wild beasts, lying stretched out in the languor of noontide heat, yet showing through half-closed lids the terrible eyes that become balls of fire in beasts of prey when that huge paw lying so quietly now unsheaths its cat-like claws. With these fascinated children she picked the native fruits, finding in the bananas and figs a new flavor of freshness. Picnicking under the self-made arches of the banyan tree, she told them of the food and habits of the natives, as she pointed out the gorgeously-plumaged birds and broad-leaved trees. Again the long sigh of delight, at the close of this lesson, told of its success as an entertainment.

Now for the reproduction. The teacher was sanguine of the result from the very nature of the lessons. The children were of more than average intelligence, with abundant home opportunities for reading, and every advantage for the successful result of this

trial had been theirs from the beginning. The final reproduction test was preceded by a spelling-lesson of the most difficult words used by the teacher each day, which had been placed upon the blackboard at the close of each days' lesson.

Next day came, and with it pencil and paper for each pupil, with test-questions upon the blackboard. They wrote on for an hour. The teacher examined the papers in the quiet of her room, in the evening. Could she believe her eyes? Were these the intelligent, absorbed children who had swallowed every word of those two day's fancy teaching? A heart-sinking came first, then as "disaster followed fast and followed faster," the full significance of the situation burst upon her, and a ringing laugh eased the pain of disappointment. Only a few of the results can be given here, and it is only fair to say the worst are given. Some were tolerably correct, but a mixed understanding of climatic peculiarities was apparent in all.

Question.—Mention some fur-bearing animals, and tell anything you remember about their home.

Answer.—"Ider ducks, bares and ermin, and they live in gungles."

Ans.—"All fur-baring anemals are caled yams, and they grow in hot countries."

Ans.—"Poler bair, seals, and hyener, and there clime up the side of icebergs."

Ques.—What do the inhabitants of the cold region eat, and why?

Ans.—"They eat fat meet and bread fruit, because they can't get oranges and bernanners."

Ques.—Name some valuable woods that grow in hot regions?

Ans.—"Banyun trees, parm trees and rosewood. This is the hardest wood in the world and it is very black," [evidently confused with lignumvitæ and ebony.]

Enough has been given to show the jumble of the lesson. The reproduction didn't work, *because there had been no drill.* The two days of entertainment teaching, which had allowed all the questions from the children that they chose to ask, and which had *not* neglected *to call out* their previous information, had left them wofully mixed. Their ideas of the two countries were not distinct.

They were thoughtless and child-like — did not stop to reason. The teacher, sadder and wiser, went back to slow, step-by-step teaching, fastening each day's work with a drill-clasp, that held it. Don't reproduce, teachers, till you have something to reproduce. Don't waste time in *testing*, till you have something firmly implanted *to test.— Present Age.*

WHAT TO DO OUT OF SCHOOL.

How best to spend the hours when not in school is a problem, the solution of which has made or unmade many a teacher. One may spend them so as to brimg him again into contact with his classes well prepared in body and mind to give them their just dues. Another, his equal in natural abilities, may misspend them so as to be entirely unequal to the duties which meet him and make him a wreck. We place the teacher's out-of-school work in the following order of importance:

1. Care of health.
2. Study of the lessons assigned the class.
3. Selection of collateral information and illustrations.
4. General intellectual culture.

First of all we place care of health. No matter how strong a teacher may be, he must not neglect this. No matter how pressing his other duties may be, this must be his imperative obligation. He must not depend on vacation, but must keep his day's needs satisfied in the day. Every one must be his own rule as to methods, but we believe there are many advantages gained by an active game with his students. It is more interesting and restful than walking or gymnastic performances, though these may well have a place. It gives an opportunity to instil correct ideas of fairness and justice in games. It draws to him the sympathy of the active element in the school and gives him influence with it.

Secondly we place the preparation of the lesson in the text-book. The teacher should be very familiar with this. The pupils have been over it carefully and they should have any difficulties in it fairly explained. No matter how much general information he may have, it can hardly excuse him from the mastery of the ideas and even forms of expression of the author he gives his class to

study. But having gained this he may go on to the next branch of preparatory work, the elaboration of interesting and appropriate remarks and questions.

These questions should be provocative of thought on the part of the pupil. They should suggest rather than inform, or, if of the latter class, their character should be such as to excite an interest in the subject and attract toward further investigation. They should give the impression that there is something very worthy in the science which seems to yield such happy funds of information. Too much care cannot be bestowed in this form of preparation.

And lastly, the teacher must neglect no opportunity to advance his own mental culture. He owes this alike to himself and to his employers. He may be assured that every additional fact gained and power acquired will not only be its own great reward, but will add many fold to his usefulness and value in the future. The teacher needs to know everything. Every acquisition will certainly have a use some day. The teacher of mathematics can use his knowledge of history, and the teacher of classics will find a place for anything he may know about chemistry. He must keep himself green and growing, sound and strong in body, acquisitive and ambitious, and he may be assured that his out-of-school efforts will determine his in-school success.— *The Student.*

EDITORIAL.

We publish elsewhere a list of the institutes appointed to be held this spring, Some applications for assistance had to be ignored, owing to inability to procure conductors. At the meeting of the institute committee and the regular institute conductors held in December last, it was determined to make the manual of the course of study for common schools the basis of the work in institutes the present year, and leave each conductor to arrange exercises in the elementary branches, to be used by himself, which will illustrate continuous and progessive work through the course of study in those branches.

This is a new departure, and a higher form of professional work than has hitherto been attempted. Much of its success will depend upon the care and thought expended upon his preparation by the conductor, and the reponsive and co-operative help of teachers.

This is work wherein conductor and teacher can profitably sit down and reason

together of the way in which pupils may most surely and most expeditiously compass the ends and aims of school day life. In this work the thoughtful and observing teachers of the humblest schools may contribute just as valuable suggestions as those teaching what are generally considered more important schools. Indeed, it is that the former may become just as effective and therefore just as important as the latter, that this kind of work is undertaken.

Again, there can be no class of teachers that are not or ought not to be thoroughly interested in this work of so organizing the schools, all schools, that every child who enters one shall be impressed early and constantly, that all the arrangements are made with a view to movement, not inertia; and to forward, not retrograde movement. Let all teachers, then, of every grade present themselves, bristling with interrogation points, and just as ready to answer as to ask questions. And don't forget the note books.

THE next annual meeting of the National Educational Association will be held at Saratoga Springs. The National Council will hold sessions at Congress Hall, July 5, 6 and 7. The general meetings and other departments will hold sessions July 9, 10 and 11. The American Institute will follow at Fabyan's, White Mountains, on the 11th, 12th and 13th.

THE Teachers' and Students' Library contains the pith of *twenty-five volumes* in one. No live teacher, who has ever examined the work, will do without it. The book has received the most flattering endorsements from the highest educational authorities. It is simply indispensable to teachers. It is published by T. S. Denison, of Chicago, in one large octavo volume. Price only $3.00.

THE village of Mauston, Juneau county, has voted $15,000 towards the construction of a new school house. The village of Whitewater, Walworth county, is also getting ready to erect a new and creditable school building this season.

THE death of Ex-Governor Wm. E. Smith, which occurred in Milwaukee last month, removes an intelligent and a sincere friend of public schools. During intimate association with him for a long period, we were strongly and constantly impressed with his anxiety to exercise all practicable economy and every possible effort that the benefits of a good common school education might be brought within the reach of every child in the commonwealth. The country school teacher and the children in the new and sparsely settled parts of the commonwealth had a "friend at court" while Governor Smith had any part in the counsels of the state.

GOV. RUSK has filled the vacancies in the Board of University Regents caused by expiration of terms, by making the following appointments: First district, J. G. McMynn, of Racine; Second district, Henry D. Hitt, of Oakfield: Sixth

district, Gen. A. C. Parkinson, of Columbus; Seventh district, Maj. Chas. H. Williams, of Baraboo; state at large, E. W. Keyes. Messrs. McMynn and Keyes were reappointed. Messrs. L. B. Sale, Wm. E. Carter and James M. Bingham could not be reappointed, as the reapportionment legislated them into other districts. The Governor has also re-appointed A. D. Andrews, of Pierce county, T. D. Weeks, of Walworth county, and W. H. Chandler, of Dane county, as regents of normal schools.

PROF. M. SWENSON, of the University Farm, has accepted a very lucrative position as chemist at the Hutchinson Sugar Works, Kansas, and will take with him the two senior students.

PRESIDENT ARTHUR has appointed Dorman B. Eaton, who has a very wide and high reputation as an advocate of civil service reform, John M. Gregory, of Illinois, late president of the Industrial University of that state, and Leroy D. Thoman, a county judge of Mahoming county, Ohio, as commissioners under the new civil service law. These gentlemen have very important and delicate duties imposed upon them, and their procedures will be watched with interest, and the results of the methods inaugurated will be awaited with confidence or with incredulity, according to the attitude of the expectant, as friend or foe of the reform. The commissioners' course will do much to commend the measure, or to bring it into disrepute, as their action is discreet or otherwise. The general impression seems to be that President Arthur has honestly endeavored to so organize the commission that the system shall be secured a fair trial, and that he has succeeded in his purpose. The appointments meet with general favor.

PROF. W. S. JOHNSON, who recently resigned the position of teacher of natural sciences in the normal school at Whitewater, is now busily occupied in conducting experiments and investigations in the line of applied electricity. He is associated in a business way with responsible parties. We have no doubt that his present work will add to his material resources and his fame. We are glad to note in this connection that the professor has wholly recovered from the partial paralysis of his facial nerves, and is in good condition for the active prosecution of his labors.

EXTRACTS FROM THE ANNUAL REPORT OF THE STATE SUPERINTENDENT.

BELOW will be found quite extended extracts from the forthcoming report of the state superintendent. We are confident our readers will find them well worth careful reading.

The report for the present year covers only a period of nine months, as the report for the year 1881 included statistics up to and including the thirty-first day

of August. This renders impractiable the compilation of statistics comparing the present with former years which would be of value.

The features of the report most effected by this change of time in making annual reports of school district officers are, the number of days of school maintained, the total number of days of attendance upon schools, the average number of days attendance of pupils, and the amount received and expended for the support of schools during the year.

Owing to the change in the law, or other causes, a few districts in the State failed to maintain school for five months. These districts include, however, less than one two-hundredth of the children of school age, and a large majority of them fell short from one to four weeks only.

The change in the law cannot fail to be of great advantage, when district officers become accustomed to the new requirements, in the direction of affording more time for the correction of reports, the enhanced value of reports from this office by reason of greater accuracy, and in making possible the publication of the annual report of the State Superintendent in time for careful consideration by the legislature, while in session.

In the following general summary of the more important items reported in detail in the statistical tables, a general view of the condition and results of the work in the sucools, for the period covered by the report, may be obtained.

ENUMERATION, ENROLLMENT AND ATTENDANCE.

Number of persons in the state May 31, 1882, between four and twenty years of age	495,233
Number of persons between four and twenty years of age enrolled in the public schools during the year	302,014
Number of persons under four years of age enrolled during the year	353
Number of persons over twenty years of age enrolled during the year	1,085
Total number enrolled in the public schools during the year	303,452
Per cent. of the whole number between the ages of four and twenty years enrolled in the public schools during the year	61+
Number of persons in the state May 31, 1882, between seven and fifteen years of age	257,429
Number of persons between seven and fifteen years of age who attended school during the year	223,575
Per cent. of the whole number between seven and fifteen years of age who have attended school during the year	87
Number of days of attendance of pupils in the public schools during the year	22,147,244
Average number of days of attendance per pupil	73+
Number of persons between four and twenty years of age in cities who have attended school during the year	50,842
Number of persons between four and twenty years of age outside of cities who have attended school during the year	251,172
Per cent of number between four and twenty years of age in cities who have attended school during the year	47+
Per cent. of number between four and twenty years of age outside of cities who have attended school during the year	64+
Average number of days attendance per pupil in cities	115
Average number of days attendance per pupil outside of cities	64.6

Number of persons enrolled in normal schools, colleges and the University during the year (excluding law department and theological schools)	2,857
Number of persons enrolled in private schools	20,967
Total number enrolled in all the schools during the year	325,838

DISTRICTS, SCHOOL-HOUSES, TEACHERS, CERTIFICATES, LIBRARIES, ETC.

Number of cities maintaing schools under special charters	31
Number of school districts and sub-districts in the State outside of cities	5,596
Number of school-houses in the State	5,808
Number of school-houses built during the year	206
Number of schools with two departments	226
Number of schools with three departments	72
Number of schools with four or more departments	156
Number of towns in the State which have adopted the township system	12
Number of schools maintained in towns which have the township system	70
Number of teachers required for all the schools	7,093
Number of male teachers employed during the year	2,456
Number of female teachers employed during the year	7,631
Number of different teachers employed during the year	10,087

	Male.	Fem.	Total.
Number of teachers who received first grade certificates during the year	147	115	262
Number who received second grade certificates	239	415	654
Number who received third grade certificates	1,492	5,223	6,715
Whole number of certificates issued by county superintendents during the year	1,878	5,753	7,631
Number of certificates issued by city superintendents	62	488	550

Number of Normal School Certificates countersigned during the year	33
Number of Normal School Diplomas countersigned during the year	13
Number of Diplomas of college graduates countersigned during the year	4
Number of Diplomas of University graduates countersigned during the year	11
Number of Limited State Certificates awarded at State Examination	1
Number of Unlimited State Certificates awarded at State Examination	6
Number of Life Certificates acquired by twenty-one years of teaching	14
Whole number of teachers' Certificates issued during the year	8,263
Number of districts, outside of cities, maintaining schools with more than one department which have adopted a course of study	205
Number of districts maintaining schools with one department only which have adopted a course of study	719
Number of districts supplied with Webster's Dictionary	4,803
Number of districts supplied with a Map of Wisconsin	2,392
Number of districts supplied with a Map of United States	2,831
Number of districts supplied with a Globe	1,444
Number of districts supplied with a Library	270
Number of volumes in all school district libraries	25,266
Number of volumes added to libraries during the year	2,311
Amount expended for libraries during the year	2,476
Total value of school district libraries	$22,257

FINANCIAL STATEMENT.

The following summary shows the amount received and disbursed for public schools, including schools in cities, for the year ending May 31, 1882, the sources of receipts and the purposes of disbursements.

Apportionment.

Amount apportioned to the several towns and cities from the School Fund Income, June, 1882	$184,795 63
Rate per capita upon persons of school age	38

Receipts.

Amount in hands of school district treasurers August 31, 1881	610,883 53
From taxes levied by counties, towns, cities, villages and school districts	1,938,176 06
From income of School Fund	69,778 06
From all other sources, including loans	252,059 88
Total amount received for school purposes	2,870,897 53

Disbursements.

For building and repairing	$272,824 68
For apparatus, libraries, furniture, records, etc.	59,479 61
For old indebtedness	63,662 07
For teachers' wages	1,437,349 19
For all other purposes	299,491 84
Total amount paid out during the year	2,132,807 39
Amount on hand May 31, 1882	739,636 89

Teachers' Institutes.

Of the amount expended for teachers' institutes, $2,000 was paid from the general fund, and the balance from the Normal School fund income:

Amount paid for conductors' salaries	$3,948 00
Amount paid for conductors' expenses	1,570 70
Amount paid for incidental expenses	914 56
Total amount paid paid out	$6,433 26

Recapitulation.

Amount paid for support of State University	$92,736 90
Amount paid for support of normal schools	79,602 31
Amount paid for support of common and high schools	2,132,807 39
Amount paid for instruction in charitable and benevolent institutions	17,527 37
Amount paid for salaries of county superintendents	46,600 00
Amount paid for postage, printing and stationery for county superintendents	8,106 00
Amount paid for Webster's dictionaries	1,617 00
Total amount expended for public schools during the year	$2,378,996 97

HIGH SCHOOLS.

Number of high schools in the State organized under the free high school law	121
Number of free high schools making special reports and receiving State aid the present year	98
Number of pupils under twenty years of age enrolled during the year	6,360
Number of pupils over twenty years of age enrolled during the year	168

Whole number of days of attendance in free high schools			760,978
Average number of days of attendance of pupils enrolled during the year			116.6
Number of pupils instructed in English branches only			5,446
Number of pupils instructed in other than English branches			982
	Male.	*Fem.*	*Total.*
Whole number of pupils who completed the course of study during the year	132	235	367
Whole number of pupils who have completed the course of study since schools were organized	816	1,602	2,418
Amount received for tuition from non-residents			$10,337
	Male.	*Fem.*	*Total.*
Number of teachers employed in free high schools	112	88	200
Number of teachers holding state certificates			14
Number of teachers holding Normal School, College or University diplomas			63
Number of teachers qualified by special examinations			25
Number of free high schools having an average daily attendance of more than twenty-five pupils			87
Number of free high schools having an average daily attendance of less than twenty-five pupils			11

Wisconsin stands fairly abreast of the advance rank of States in the interest taken in the matter of public education, and in the success with which, what may denominated a "tendency to the increase of illiteracy" is met and overcome. Measured by the amount annually appropriated by voluntary taxation for school purposes, by the character and by the number of school houses annually erected to supersede primitive ones, or to provide additional accommodation for school populations, by the improved and increased furniture and apparatus with which these structures are rapidly being equipped, by the growing demand for better instruction, and for teachers strong in character and skill, by the provision made for intellectual and professional equipment of teachers through the University, normal schools and free high schools, and for the supervision of schools, by the increasing interest in many quarters, resulting in efforts of leading men to elevate the common district schools by systematizing, unifying and making continuous and progressive, through a course of study, the work of these schools — measured by either or all of these standards, our State may safely challenge comparison with others.

It is not, however, *comparative*, but *actual* excellence which we should seek and with this only should we be content. While we look over the statistics presented with a degree of complacence, as we compare them with others of similar character from other states, at the same time we need carefully to study some features of them for the practical lessons and pertinent suggestions with which they abound. It seems proper to call attention to some of these at this time.

By the constitution of this State all persons between the ages of four and twenty years are entitled to attend the public schools, and this establishes the school age. By the summary it will be seen that the whole number betweeen these ages in the State on the 31st day of May last was 495,233. The whole number enrolled in all the schools during the year ending on that day was 325,888. The per cent., therefore, of the whole number in the State who are enrolled in the schools is a little less than 66. Making allowance for double enrollments from

attendance at different schools, and for such as have attended private schools which have not reported, it is probable that 65 per cent. of the school population have attended school during some portion of the year.

Wisconsin is one of the few states that fixes school age at these extreme ages. Five and nineteen, or even six and eighteen, are more common limits. The facts which explain the low percentage of attendance of persons of the legal school age, establish the *real* school age in this State at between the ages of seven and fifteen years. This was so evident, that I made special effort the present year to ascertain the facts with regard to number and attendance of person between these ages, and with gratifying success. The cities of Oshkosh and Fond du Lac failed to report upon these points, and many private schools also failed to report, so that the figures in the summary are below rather than above the real numbers; but the percentages deduced would not be materially different if these had all reported. It will be observed that the whole number of persons in the State between the ages of seven and fifteen years, May 31, 1882, was 257,429; that the whole number between these ages who have attended school during the year is 223,575; and that nearly 87 per cent. of the whole number between these ages have attended school some part of the year. This is a much more satisfactory basis than the legal school age for determining the proportion of the school population reached by the work of the schools, and for measuring the real interest of our people in securing to their children the benefits of elementary education. But, thirty-four thousand children, one-eighth, nearly, of the whole number, are altogether too many for a State like Wisconsin to leave at this age without any of the training and instruction of the public schools.

A further examination of the summary shows that while 64 per cent. of the whole number of legal school age outside of cities attended school during the year, but 47 per cent. of those of like age in cities attended school. If the same ratio should be found to exist of persons not attending school in the cities, between the ages of seven and fifteen years, we have pretty definite data for determining that already causes are at work in our large cities which, unchecked, must soon result in a large illiterate class. However, it is fair to presume that the disposition to patronize private schools in large cities, owing to the crowded condition of the public schools, or other causes, will account in part for the low percentage of attendance in those places. It is a matter of regret that there are no means of ascertaining the facts in these cases.

The statistics show that the average number of days each pupil enrolled has attended school is seventy-three, or three and two-thirds months of twenty days each. In this case the average is increased by the longer attendance of residents in cities; the average number of days which pupils residing in cities have attended school being one hundred and fifteen, or five and three-fourths months of twenty days each, while the average number of days which pupils outside of cites have attended is 64+, or about three and one fourth months.

These are significant facts, and show most conclusively the tendency toward early withdrawal, in whole or in part, from school attendance. If we allow eight years, or nine even, as the average period of school attendance, then, in

the one case, the average city pupil will attend school in all fifty-one and three-fourths months; and in the other case the country pupil will attend in all twenty-nine and one-fourth months. It is possible that some of the severe critics of the results of the public schools have failed to consider how brief a period is afforded these schools in which to accomplish results. It is painfully evident that the wisdom manifest in establishing, equipping and maintaining schools, is not supplemented by persistence in patronizing them, on the part of a very considerable number. Some of the causes of this have already been mentioned and some remain to be considered.

By the reports made by county superintendents, it appears that the whole number of certificates issued by them during the year was 7,631. Of these 654 were second grade certificates, and 6,715 were third grade certificates.

While it is doubtless true that a large number of teachers who hold third grade certificates are doing very excellent work in the schools, supplementing their lack of scholarship by great tact, good judgment, originality and versatility of methods, with industry and conscientious devotion to their work, it is no doubt equally true that a still larger number have no such compensation for lack of culture, and consequently the work they do is very unsatisfactory, and very far short of ideal or practicable school work. As a consequence, pupils are not inspired to strive for proficiency, are not interested, but are repelled by the humdrum routine of school exercises, make little or no progress in the branches they nominally study, and soon become irregular in attendance, or drop out altogether. In the employment of teachers of low grade of scholarship and ability to teach, is found a very potent reason for the early withdrawal from school of a large number of pupils; and the question whether the exigencies of the case do not require legislation that will forbid the granting of third grade certificates to the same individual more than twice, is worthy of careful attention.

In this connection it may be proper to consider another very prominent cause of the withdrawal of many pupils at so early an age, or being so irregular in attendance as to greatly and unfavorably affect the average number of days of attendance. This is the indefinite, fragmentary and unprogressive character of the work of the schools.

A very little reflection, it would seem, must lead to the conclusion that if there is any class of schools where a clearly defined course of study is needed more than in any other, that class is the common district school. In these are found a great variety of pupils, with varying capacities, ages, aquirements, and preferences. Unless the work of the school is so clearly defined as to determine what *must* be attended to, before what *may* be is considered, the character of the work will be largely determined by the advanced, influential, or demonstrative pupils themselves. Elective courses of study will prevail, if it is proper to designate by "study" that pretense of attention accorded to branches for which there has been no preparation, and by a "course" that which depends, for temporary interest, on the caprice of the student. In these schools teachers are frequently changed, and are left almost entirely without advice or direction in their organi-

zation and management. If the teacher is strong enough in his mentality to overcome the determinations and preferences of older pupils, then the studies emphasized are those which are favorites with the teacher temporarily in charge. If neither pupils or teacher are self-assertive enough to give positive direction, then the school merely drifts, and is without character of any kind. More and more as the district schools are turned over to the charge of young, and inexperienced persons, with limited education, and still more limited observation, experience or reading, upon which to base judgment or convictions as to the proper nature or limitations of the work of the common schools, does it appear necessary to have the course of study to be pursued in these schools clearly marked out, by competent authority; and so outlined that this course shall be readily seen to include the foundation of any superstructure of education to be added thereto, and at the same time insure a fair fitness for citizenship, and for competition with others as a bread-winner. In no other way does it seem possible to avoid unsymmetrical results in school work, or that hap-hazard, listless, aimless organization and management so fruitless of any valuable results. In no other way does it appear practicable to avoid and eliminate the repetition and stagnation which drives so many from the schools as soon as the teens are reached, and substitute therefor definite aims, to be reached after with definite work, which shall be characterized by continuity, and the relation of part to part. In no other way does it seem possible so successfully to inspire pupils and teachers with the impelling and inspiring force of intelligent purpose, and possible achievement of worthy ends. In no other way, so effectively, can worthy incentives to regularity of attendance, and to continuance in school for reasonable time, be placed before parents and pupils; or before teachers to make definite and adequate preparation for specific work, and to study the general problem of school administration.

If all teachers were required by law to be familiar with the course of study recommended by the State Superintendent, with the advantages and limitations incident to such a course, and with the records needful in the administration of the course, in order to secure any grade of certificate, reform in the character and value of the common schools would be very marked and very rapid.

CHANGE OF TEXT BOOKS.

By sections 440 and 514, Revised Statutes, district boards and boards of education are authorized and required to determine what text-books shall be used in the schools under their charge, and are forbidden to change any text-book within the term of three years from the time of the adoption, or thereafter without the consent of the State Superintendent. Where consent is sought for change in text-books, I deem it in harmony with the spirit and letter of the law to require,

1st. That the resolution making the change shall be adopted at a legal meeting of the board.

2d. That, other things being equal, as little expense as practicable shall be entailed upon the patrons.

3d. That regard shall be had to the merits of the books, and if the change is sought to be made in the interest of better books, the superior merit of the books proposed to be introduced shall be stated.

4th. That the change shall not be against the pronounced public opinion of the locality interested.

CIRCULAR TO COUNTY SUPERINTENDENTS, TOWN CLERKS, SCHOOL BOARDS AND TEACHERS.

Some question has arisen as to what constitutes a *legal* teacher's certificate, issued by a county superintendent.

(1.) Sec. 448 R. S. provides that no certificate shall have force, except in the district of the examining officer who issued the same; hence, a certificate of one county superintendent, endorsed by another county superintendent does not become a *legal* certificate in the district of the latter.

(2.) Sec. 449, R. S. provides that three grades of teachers' certificates shall be established, to be known as the first, second, and third grades.

A third grade certificate shall entitle the holder to teach for such period, not more than one year, as may be specified therein, in any town in the superintendent district in which he is examined, except that it may be limited to any town or school district therein.

The above mentioned three grades are the only certificates *authorized by statute*, to be issued by the county superintendent.

Permits or *licenses*, so called, issued on request of school boards to persons who have not passed the examination required by sec. 450, R. S., have no *legal* significance; and no apportionment of the School Fund Income can be made to any city, village, or town for any school district therein, for any year during which such district shall not have maintained a common school taught by a *qualified* teacher for five months, Sec. 554, R. S.; and no contract with any person not holding a diploma or certificate *authorizing* him to teach shall be valid. Sec. 438, R. S.

If the district board should contract with a teacher not *legally* qualified, and should draw orders for payment of such teacher not authorized by law, they would severally be liable to the forfeit mentioned in sec. 502, R. S.

(3.) Sec. 451, R. S., prescribes that each county superintendent shall, under the advice and direction of the state superintendent, establish for his county the standard of attainment in each branch of study, which must be reached by each applicant, *before* receiving a certificate of either grade, and the standard so established shall be uniform in the superintendent's district.

(4.) Each certificate shall show the branches in which the holder has been examined, and his relative attainments in each branch.

(5.) No person shall receive any certificate who does not write and speak the English language with facility and correctness.

This depatment thus calls attention to the provision thus carefully and wisely made by legal enactment for the defense of the public schools against incompetency and unworthiness.

The public schools of Wisconsin can never become what they should be unless *qualified* teachers are employed.

Superintendents are not required by statute to provide teachers, but to see that none but *qualified* teachers are certificated.

ROBERT GRAHAM,
State Supt.

MADISON, March 2, 1883.

"THE dearest thing in Cincinnati is an education in the public schools," says the *Gazette* of that city, in commenting on a proposal to levy a school tax of 4½ mills this year. The cost for each pupil last year was $23.91; a figure only exceeded by that of Boston — $28.16. In New York it was $10.35, in Philadelphia $12.90, and in Chicago $18.57.

SPRING INSTITUTES, 1883.

County.	Place.	Weeks.	Time.	Conductor.
First District.				
Portage	Amherst	2	Mar. 12.	W. C. Sawyer.
Outagamie	Appleton	2	Mar. 26.	W. C. Sawyer.
Lincoln	Merrill	2	Apr. 9.	W. C. Sawyer.
Fond du Lac	Fond du Lac	2	Apr. 2.	A. J. Hutton.
Second District.				
Rock, 1st district	Evansville	2	Apr. 2.	T. B. Pray.
Green	Monroe	2	Mar. 19.	N. C. Twining.
Columbia	Portage	1	Apr. 2.	L. W. Briggs and Etta Carle.
Third District.				
Monroe	Tomah	2	Mar. 19.	T. B. Pray.
Vernon	Ontario	1	Mar. 12.	A. J. Hutton.
Dane, 2d District	Oregon	1	Mar. 19.	A. J. Hutton.
Dane, 2d District	Black Earth	1	Mar. 26.	A. J. Hutton.
Fourth District.				
Barron	Rice Lake	1	Mar. 12.	J. B. Thayer.
La Crosse	Bangor	1	Mar. 19.	J. B. Thayer.
Eau Claire	Eau Claire	2	Mar. 26.	J. B. Thayer and Etta Carle.
Wood	Centralia	2	Apr. 9.	J. B. Thayer.
St. Croix	Hudson	1	Mar. 26.	W. D. Parker.

ROBERT GRAHAM,
W. H. CHANDLER,
J. M. RUSK.
Com. on Institutes.

MADISON, WIS., February 17, 1883.

WISCONSIN

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EDUCATION IN ITS RELATIONS TO PUBLIC CHARITIES AND CORRECTION.

A Paper read before the Wisconsin Conference of Charities, at Madison, February 28, 1883.

BY LEWIS A. PROCTOR, MILWAUKEE.

It is a phase of human nature that no proposition is put forth, however plausible in itself, or however well sustained by reason and the voice of observation and experience, but that there are found those who are ever ready to controvert and combat it. Perhaps this is a wise provision in our mental economy, for it is undoubtedly a great hindrance to the spread of error; but, at the same time, it has ever proved a serious obstacle to the progress of reform, and made the inculcation of newly discovered truths doubly slow and laborious.

For some generations the race has been congratulating itself that it has made decided progress in sociology, particularly in its educational phase; while in this country we have been wont to point to our system of education as the crowning achievement of our civilization. Every step of this progress has been made in face of persistent opposition from those who passed through life with averted gaze, and from whose lips proceeded prophecies of failure and disaster in any attempt to recognize the rights of the people to intellectual and social elevation. And now we are met with the assertion that

our system of education is a conspicuous failure; that it is filling our hospitals with those whose physical or mental constitutions have been undermined by the severity of its discipline, and our poor-houses and prisons by those who have learned from it to despise manual labor and have failed to receive from it the equipment that would enable them to compel a living from the crowded professions. Every form of change has been rung upon these statements, until many good people have almost come to regard the school-house as the vestibule of the hospital, the poor-house and the prison; while amid the confused voices of popular clamor we hear the sigh for the good old days of the log school-house, when the youth were not crammed with so much knowledge, when they were not refined beyond the power of gaining a livelihood by physical exertion, and when their moral perceptions were not confused by over-much philosophy.

Were not the familiar tones of the pessimist so plainly discernible in all this assertion and prophecy of evil, philanthopists and legislators might well take alarm, and give their thoughts to devising some new method of protecting society against the evils of insanity, pauperism and crime. Happily the facts are very far from sustaining this indictment against the influence and tendency of our educational system. Hospitals and asylums for the insane are not peopled to any considerable extent with the young who have become mentally wrecked by excessive or misdirected study, nor even by those of maturer years whose intellects have been overthrown by severe mental labor. On the contrary, such cases form a very inconsiderable fraction of the total number. A visit to any hospital for the insane, or a study of the reports of such institutions, will convince any one that the principal causes of insanity are hereditary tendencies, physical disease, hardships, and exposures, and excessive indulgence of the animal passions — in short the very things against which it is the province of all right education to guard the youth, and against which, in point of fact, the influence of our education is steadily and persistently directed. Who does not know that in our schools, from lowest to highest, lessons are daily taught the pupils in hygiene, in physiology and in morals, which are not less scientific than those given in language and mathematics, and which, if observed in after life, will prove as prolific of beneficial practical

results? It is perhaps superfluous to remark in such a presence as this that day schools are of very rare exception where at least the rudimentary work of the moralist and the social scientist is not intelligently and conscientiously done. It is capable of demonstration that modern education has resulted in curtailing the ravages of disease, in the lengthening of the period of human life, and in diminishing some at least of the evils which swell the charges of public charity. In this connection the important fact should be noted that the census of Great Britain for 1871 showed a marked decrease of the number of deaf and dumb as compared with that for 1861, the number in the last named year being 20,311, while in 1871 it was 19,236, an absolute decrease of 1,075, notwithstanding the population had increased during the same period some two and one-half millions. Stated in another form, the decrease in the number of deaf and dumb was 6.23 per cent., while the increase in the total population was 13.15 per cent. Accurate statistics upon this point for the last ten years would, I am persuaded, show a similar result in this country — at least there is little doubt that the increase if any in the numbers of the deaf and dumb, and the blind, has not kept pace with the increase in population — certainly not in our own state.

It is not an unwarranted assumption to ascribe this check in the increase of the number of the defective classes named in part at least to the spread of intelligence among the people, by which the conditions resulting in physical defects of this character are more frequently avoided. Here the education of the people has proved an efficient aid in the philanthrophic work which a Christian civilization inaugurated and has prosecuted with such noble results.

If it be asked why, with the increased diffusion of knowledge, the number of those with minds diseased seems to be increasing in a ratio in excess of that of the population, I answer that it is quite possible that it may yet be discovered that there is really no such excessive increase as the statistics seem to indicate — that the lengthening the lives of the insane by means of the better care which they receive with each succeeding year, and the enlargement of the limit of insanity through a more comprehensive scientific knowledge of its multitudinous phases, will account for much, if not all of the apparent increase. Certain it is that not a

few are now adjudged insane and consigned to hospitals who in times past would have been regarded simply as eccentric or wayward persons, or as suffering from mental decay which sometimes marks the closing of a long life. Every student of history will recall personages who filled a large place in the public horizon who if alive to-day would speedily be consigned to the wards of a lunatic hospital, and whose stupendous crimes against human life and personal liberty can only be forgiven on the ground that they were the manifestations of minds diseased.

Granting, however, that insanity is really increasing at a rate faster than that of the population, this fact is not necessarily an impeachment of our civilization or education. The large majority of the insane are from the classes who labor with the hands, and of these the majority in the western states are farmers and farmers' wives and daughters. As illustrating this statement and a foregoing one, the table of occupations of those admitted to the northern hospital of this state for the past year, as published in the recent report of that institution, shows that of the 225 admitted 71 were housekeepers — mostly farmers' wives ; 44 were farmers ; 35 laborers ; 44 domestics ; 11 had no regular occupation ; 3 were blacksmiths ; 3 carpenters ; 3 students ; 2 printers ; 2 merchants ; 1 school teacher; 1 broker; 1 lumber inspector; 1 station agent; 1 peddler; 1 conductor; 1 book-keeper; 1 photographer; 1 medical student, and one each of a dozen or more other occupations, mechanical or simply manual, while of ten the occupation was unknown. A similar statement may be made with regard to the state hospital, although the figures are not at hand to verify it. Hospitals located in or near large cities, and principally peopled therefrom, would not, of course, show such a preponderance of farmers, but the manual and mechanical occupations would still claim the great majority of the inmates. There is nothing in these occupations necessarily tending to insanity; but the excessive strain upon the physical system which in many cases characterizes their pursuit, together with the little attention which many of those who follow them give to the conditions of health, is an abundant explanation of the preponderance of these classes which is found in so many hospitals.

In the old world the poverty and ignorance which has so long

prevailed among the masses has tended to the degeneracy of the race, while in this country the prevalent desire among all classes for the achievement of financial independence, and the opportunities therefor, have stimulated many beyond their powers, hence one cause, and perhaps the principal one, is found for the increase in the numbers of the insane. Certainly this is a far more plausible and philosophical explanation of such increase than to ascribe it to an excess or improper methods of intellectual culture. It is true that a mind overthrown by its struggles with profound problems and the generating of great and vital thoughts is a far more picturesque spectacle than one overthrown by the ravages of a vulgar hereditary or acquired disease; but in dealing with questions of public import the probable and the true are preferable to the picturesque. It may with reason be expected that with the more general diffusion of sound intelligence, a more popular education, the number of those whose mental faculties fail will bear a lessening ratio to the population.

The relations of education to pauperism and crime is a question of no less importance in the discussion of public charities and corrections. It is in this direction that the fiercest onslaughts have been made upon our educational system; one writer of some prominence affirming, some two years ago, that popular education, so far from bettering the condition of the people, only makes them more dissatisfied and unhappy, and renders them less capable of earning an honest livelihood, and more inclined to commission of crime. He argued that in acquiring the quite liberal education which our public schools confer, they conceive a dislike for all kinds of manual labor, turn from the mechanic arts, and seek to gain a living in some less laborious and grimy way. Similar criticisms are frequently heard from the platform and published through the public press. Were this true, even in a partial degree, it would indeed be time to cry out for a reform of our system of education; for the draughts which pauperism and crime now make upon the public treasury are quite too large to admit of any augmentation which can possibly be prevented. But the indictment is false in its spirit and in its separate counts. So far from there being any legitimate evidence of its truth, the evidence is all in the opposite direction. The fact that a pauper may be able

read and write and compute with more or less facility, or that a highwayman can write a homily upon morals, or that a tramp can construe a passage from the classics, proves nothing against the practical advantages of popular education until it is shown that the pauper, the highwayman and the tramp were made such by education — that had they been left in ignorance they would have been virtuous, industrious, and self-sustaining citizens. It has never been claimed for popular education, by any intelligent champion thereof, that it is a universal panacea for the social ills of pauperism and crime; but simply that its tendency is to prevent those ills by elevating the thoughts and aspirations of a people, enlarging their resources, and acquainting them with important truths relating to their physical, social and political well-being. Paupers and criminals are such not because of any learning which they may possess, but in spite of it, and as a consequence of certain hereditary or constitutional obliquities which they have made no effort to correct.

Examination into the history of the inmates of the poor-houses, jails and prisons of the northern states, will disclose the fact, that while the statistical tables show that the majority of them have some education, in the large number of cases it is of the most meagre character — so meagre as to be of the least practical value to the possessors, yet sufficient for the purposes of those who parade statistics as an argument in support of their assertion of the inutility of popular education. Equally fallacious is the argument which is sought to be made against the utility of general education by instituting comparisons as to the number of criminals between states where the illiteracy is least and those where it is greatest. This is a favorite resort of writers in the southern states when they desire to excuse the gross illiteracy in their section of the country. But the statistics of admissions to prisons alone do not necessarily prove anything as to the prevalence of crime. The laws may be much more rigidly enforced in some states and sections of the country than in others; hence in such sections the number of prison commitments may be swelled beyond that in states of even larger population where public opinion regarding crime is more lax, and the legal provisions for its punishment less effectually administered. Illiteracy implies a lack of

nice discrimination as to crime, hence what may be punished as crime in an enlightened community might not be included in the criminal calendar of an illiterate one. Only the number of crimes actually committed forms a proper basis for comparison of the moral status of different communities. From comparisons upon such a basis the advocates of general education have nothing to fear. Crime is an inheritance from barbarism; and, while it is true that it flourishes in enlightened communities, and sometimes blazes forth with startling effect in the careers of educated persons, this fact stands out clear and distinct that as the race advances in enlightenment this baneful inheritance finds less terrible if not less frequent exemplification. He who denies this proclaims either his own ignorance of history or his inability to read aright its instructive and impressive lessons — lessons, ignorance of which has retarded the progress of many a reform and been the prolific source of much pernicious legislation.

Macaulay logically and very forcibly set forth the political argument for popular education in a speech in the House of Commons, in the course of which he said:

"It is the duty of government to protect our persons and property from danger. The gross ignorance of the common people is a principal cause of danger to our persons and property. Therefore it is the duty of the government to take care that the common people shall not be grossly ignorant. * * * If you take away education, what means do you leave? You leave means such as only necessity can justify, means which inflict a fearful amount of pain, not only on the guilty, but on the innocent who are connected with the guilty. You leave guns and bayonets, stocks and whipping-posts, treadmills, solitary cells, penal colonies, gibbets. * * * The education of the people is not only a means, but the best means, of obtaining that which all allow to be a chief end of government."

The philosophical and eloquent Robert Hall, discoursing upon this subject says:

"Some have objected to the instruction of the lower classes from an apprehension that it would lift them above their sphere, make them dissatisfied with their station in life, and, by impairing the habits of subordination, endanger the tranquility of the state; an

objection devoid surely of all force and validity. It is not easy to conceive in what manner instructing men in their duties can prompt them to neglect those duties, or how that enlargement of reason which enables them to comprehend the true grounds of authority and the obligation to obedience should indispose them to obey."

But popular education is not to be advocated alone upon the ground of social and political expediency. It is an indefeasible right of the people. If "life, liberty, and the pursuit of happiness" be their inalienable rights, then, by the same course of reason, that which will unquestionably prolong life, guard their liberty and promote their happiness is equally inalienable. All this will a right system of education accomplish — an education which is not confined to the fundamental branches of knowledge, but unfolds the laws of being and of social and political relations, and bids man devote himself industriously to that occupation for which he is best qualified, teaching the inspiring truth that all honest labor is alike honorable; that there is no royal guild but that of exalted manhood, no right divine but that of all-enfolding judicious charity. As life without liberty may prove a curse to the individual, so liberty without the intelligence to use it aright may not only work his own ruin, but entail the most generous and lasting burdens upon the state. What stronger or more conclusive argument is needed to establish the right of the people to enlightenment?

In thus establishing the right of the people to enlightenment, the right of the defective classes thereto is also established. The lack of one or more of the natural avenues through which the intellect is reached only emphasizes the claim of those who are thus circumscribed upon public consideration. Let not those, whose eyes are opened to the glories and grandeur of the material universe, and whose minds have received immeasurable instruction and expansion therefrom, ever grudge to the blind such means of enlightenment as will in some sort compensate them for their unspeakable affliction. Let not those who have daily revealed to them that wondrous world that is unfolded in the "concord of sweet sounds," and into whose ears were poured the first and the sweetest of all lessons of wisdom and affection, ever be deterred by considerations of economy from making any and every judicious provision for educating those

to whom the ear conveys no lesson of endearment or wisdom. It is by no means the least of the beneficent achievements of modern civilization that in the century since the beginning of systematic effort for the education of these defective classes, thousands of them have been lifted from a condition of hopeless dependency and social isolation to one of comparative independence and intellectual development. Were it necessary to show that the intellectual spark in these unfortunate classes is naturally as bright and as capable of expanding into a flame as that in the more favored of the race, and that the systems which have been devised for instructing them have proved most successful, a long list of deaf and blind persons might be given who have risen to the highest places in politics, in literature and art. Education for the defective classes long since passed beyond the sphere of mere experiment; and what is now demanded is that popular opinion shall not, through lack of information as to what is accomplishing, be allowed to grow lukewarm upon the subject, or doubt the practical value of such education.

The statistics of the last census upon this subject are not yet published, and it is, therefore, impossible to state with anything like accuracy what has been thus far accomplished in this country in the education of the defective classes; but the statistics of 1870 may be worth recall by way of quickening our knowledge upon the subject. In that year there were 27 institutions for the education of the blind, with an attendance of 2,018 pupils. For the deaf and dumb there were 37 institutions, in which there were 4,340 pupils. The total number of blind in that year is given as 11,343, and of deaf and dumb as 8,916. It will be seen that the total number of blind is considerably larger than that of the deaf, while there is double the number of the latter in school. This is explained by the fact that a large portion of the blind become so after reaching adult years, while parents of blind children are more loth to surrender them to institution care. The scope of the work has been very materially enlarged since the gathering of these statistics, and the method improved. But something yet remains to be done in determining the best method of instruction and the charscter of the institutions in which the instruction shall be given, particularly with regard to the deaf and dumb—whether the whole

chool life shall be passed in the boarding schools or institutions now established in all the states, or whether small local schools shall be established which the children can attend, while yet remaining under the influences of home, the large institutions to be occupied by pupils who have passed through the local primary schools. This scheme has some obvious advantages, in that the pupils would gain a wider experience of the world, thus suffering less from that social isolation to which their infirmities necessarily condemn them. The principal difficulty suggesting itself is this, that in the rural districts and smaller towns so few deaf and dumb are found that successful schools of the kind suggested would be impracticable. Many such children would, therefore, have to be sent to state institutions, and this would necessitate the maintenance of primary classes therein, so that little or no saving of expense would ensue from the establishment of the new scheme, unless arrangements should be made at the primary schools for boarding pupils not living in their immediate vicinity. It may be doubted, moreover, whether competent instructors could always be obtained for these small schools; and defective methods of instruction are much more detrimental to defective pupils than to those possessing all the faculties.

But time will not permit me to enter upon the discussion of this and kindred questions in this branch of education. Suffice it to say that with existing methods a wonderful measure of success has been attained. If one has any doubt of the advisability or success of this branch of governmental work he has but to enter any of the public schools for the blind and deaf and dumb, and familiarize himself with the history of the pupils and the character of the work. He will learn in the former that it is no infrequent thing for pupils to enter school so utterly helpless that they seem scarcely to have passed beyond the stage of infancy; and in the latter he will discover that there are instances where the pupil upon making his first appearance seemed to have little in common with the human race but the form; yet, as he will discover, a few months serve to work a marvelous transformation. Strength and suppleness of motion begin to take the place of weakness and clumsiness, the kindled spark of intellect begins to light the eye and inspire the body, and when a few years have passed, there stands forth a man,

the noblest work of the creator; and one comes to realize how true as well as eloquent are the words of Webster:

"If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with the just fear of God and love of our fellow-men, we engrave on those tablets something which will brighten to all eternity."

HEALTH IN THE PUBLIC SCHOOLS.

A Paper read at the Teachers' Institute at Neenah, March 9, 1883.

BY SUPT. J. R. BARNETT, M. D.

The question of health in the schools has a close relationship to those questions already discussed. There is a common ground where all discussion respecting the relations of the teacher and the public must touch, and whereon all argument must proceed, and that is the admitted proposition that the teacher is the agent of the people for the training of the children committed to him in that manner that will best promote enlightened, virtuous and useful citizenship in the years to come.

The state looks upon the child as the embryo man and citizen,—the unit of the great family which determines the civilization, coherency and power of the nation. With the child, as such, it has nothing to do. It is not the mission of the state to crowd each youthful brain with alphabets and geographical facts and mathematical theorems and grammatical rules. For any given child, as such, it cares not whether or not it knows the nine Arabic characters from the nine muses; whether he believes Oshkosh to be in Wisconsin or Wyoming, or his own name to be a noun or an adjective. The child may die as a child, with manhood and citizenship so far away that the ambitions of the one and the responsibilities of the other may never have come to his mind. These tender ones, blasted in the bud of youth, with the possibilities of flower and fruit existing only in the fond dreams of parents and hopes of admiring friends, are of no consequence to the state; rather they are an impediment, which obstructs its practical purposes with useless labor and fruitless cost.

Could the prescience of prophecy be given to a favored few, or science, with transcendent acumen, see and pronounce the appointed span of individual life, so it might be said that this shall be a year, *that*, three score and ten, the state might be justly relieved of a large share of its burdens and duties; it might send an expert commission among the children of four years old and over to determine which should be nurtured and trained for the role of the citizen, and which left, as of no worth to the state, to their heritage of sickness and inevitable death.

The relation of the state to the citizen is not a paternal one, and it is far from being a sentimental one, a fact which is not infrequently overlooked. Paternalism is remote enough from the policy and purpose of the state in its system of free education. On the contrary, both the policy and the gift are but an exemplification of cool prudence and studied self-interest. It is to the security and advantage of the state that its citizens shall be intelligent, virtuous, and patriotic. Its prestige among the nations of the earth is dependent upon and measured by these very qualities that give dignity and strength to the individual man. They are essential to the fullest measure of its domestic peace and tranquility, as well as to the highest order of rational happiness. For these reasons the free school system is a fundamental part in the polity of the state, kindred in origin with the system of taxation, the system of justice, and all others necessary to the administration of the government, and, like them, growing out of the national instinct of self-defense and self-perpetuation. So this figures largest among all the expenditures of state and local governments, for the reason that the investment gives the largest return to the state. The gift is to all, with implied restrictions and obligations laid upon each, because each child is the potential man and citizen, who is expected, in later years, to requite the gift not only by a passive submission to the wholesome restraints of the law, but also by a patriotic service in the making and maintenance of the laws, and in the defense of the honor and life of the state.

To this end the state might wish human life secure, from the dawn of infancy to the sunset of a hale old age. Thus the burdens of citizenship, more widely distributed, would rest more easily upon the shoulders of each; thus would the security of the state against

intestine disorder and foreign aggression be most certainly and easily attained, and its development in all the material resources of national prosperity and greatness hastened and assured. Since this, in the present order of Providence, is impossible, it is to the interest of the state that sanitary safeguards be so multiplied and so employed as to reduce the percentage of mortality to the smallest possible rate. It looks upon the period of infancy, youth, and adolescence as the strategic periods of human life, the debatable ground to be seized, if possible, and held by every resource of human wisdom and prudence. This it attempts to do indirectly by the diffusion of knowledge among the people, and directly, under the authority of law, by sanitary regulations of increasing stringency and widening application.

In some sense every servant of the state is made the conservator of the health of the people; but in a special sense every teacher of the public schools is held accountable to the state for the faithful performance of this great trust. If the primary object of the public schools be that already stated, it follows that the first care of the teacher should be to keep the children committed to him alive and well. He will do the state but poor service who, after the allotted time of training, gives back but ninety where he should have given a hundred. It will be no defense to say that the ninety were well trained and that he hadn't the time to nurse the other ten. His duty was to all, and his first duty to protect the lives of all.

I have spoken of the aims and demands of the state, in a wide sense, as national as well as local, because it is the national idea, and largely the national liberty that gives form and vitality to the public school system, as it is that which crystallizes every hope and pride and aspiration of the patriotic citizen.

But there are nearer if not more cogent considerations which lead to the same practical conclusions. The public schools, although under state supervision, and in part under state control, are not the charge of the state alone. Indeed, with only such support as the state gives, our schools would soon revert to that primitive type, so ardently longed for by a certain class of reformers, in which the "Three R's" represent the whole course, without by any means exhausting the resources of the "Three R's". Now, where the

state leaves off the community, the city, or district begins; and the state leaves off early, so far as pecuniary support is concerned, confiding the burden and the trust where the one is best borne and the other cherished best, and so the schools are brought to the very homes of the people and seem a necessary part of them. To us and our children the teacher is not the viceroy, or satrap of some awful and alien power, sent out to oppress us, but our friend and confidential agent, to whom we commit the highest and dearest trust which can be given, outside the family circle, to human fidelity and devotion. We give our children to the teacher as to an expert, whose special training and experience enable him to instruct them far better than we can do it; but we also give them to him as to the faithful friend, upon whom we depend for that care of them which, during the greater part of the day, we are unable to give. We put him in our place for government and restraint in every tendency and act which make for their hurt. In short, their whole future, whether of mental or physical health, is largely confided to his keeping, and if he accepts the trust, he accepts it with all those responsibilities, and with at least the implied promise to discharge the weighty duty with all fidelity. If, as the mere school-master, over zealous for the progress of his pupils in the curriculum of the school, he neglects all but that systematic stuffing which promises most in lessons committed and school-work done, he performs but half his mission. My first care for my child is that he shall live. My next is that he shall have that endowment of health and physical vigor which shall make life worth the living for the very enjoyment of life. My last care is that he shall have that training and culture which fit for the highest enjoyment of life and the most enlightened discharge of the duties of citizenship. These requirements are not incompatible; on the contrary, they are in some degree necessarily related. The last condition, in its widest scope, is impossible without the preceding.

That training which regards the mind alone, and abandons the child a physical wreck, defeats the grand object of mental training, or makes its attainment worthless.

All this sounds trite enough, and it would not need the saying if teachers were always equally mindful of their varied responsibilities. I don't impeach their wisdom or their conscience. I know

of no profession which calls to the discharge of arduous and delicate duties such an array of faithful and conscientious workers as that of teaching. It calls, seldom in vain, for self-sacrifice, for hard work in season and out of season, for patience with many foibles and faults within the school room, and innumerable complaints and exactions without. So true is this that I write what sounds like a sermon with extreme reluctance. If I complain, it is that a part of the teacher's work is sometimes so well done that the remainder is in part forgotten and neglected. For those who do all parts of their work impartially ill this is not meant. Fortunately, these are few in number, and the inexorable law of the survival of the fittest weighs so heavily upon them that the schools which know them now will soon know them no more forever.

Generally speaking, I do not think it alone, or mainly, the fault of the teacher that these sanitary questions are lost sight of in the schools. Often the school buildings and surroundings are so unwholesome in character that sanitary precautions are abandoned by the teacher in despair, as in a hopeless contest against overwhelming odds. Often the requirements of the public are such, and the standard of excellence so perverted, that only the most diligent stuffing of heads, and hurrying of classes "through the books," are recognized and applauded as successful school-teaching.

It is but human for the teacher to adapt the measure of his patrons to the scope of his work, and do that which at once spares him the sneers of cavilers and gains the sympathy and applause of friends.

We have all seen such teachers—able ones, too—who could take a given scholar through the arithmetic in an incredibly short space of time, to the admiration of an astonished school-board, and who could greatly edify the bereaved parents by a decorous attendance upon the child's funeral toward the close of the school year. They have done what they were employed to do, and done it well; with the certainty of a re-engagement and the pleasing possibility of an increase of salary.

The class of teachers before alluded to is the one to be preached to. We meet every where with those whose zeal for teaching dominates every thought and engrosses every moment of the school day. They are born instructors. By question, by suggestion, by

even the mute demand of confident expectation, they will extract the knowledge a scholar has of his lesson to the last iota, and astonish him with the breadth and depth of it. Their spirit is contagious, a like enthusiasm springs up in their classes. Emulation, pride, ambition — the strongest incentives to supreme endeavor, are appealed to by word or example, until there follows not merely an effort for perfection in the recitation, but a struggle for supremacy in the class — a struggle for success for itself and for that success which means merely pre-eminence, or the glory of being the "best fellow" in the race. The study that trains for this is not the calm, thinking, mastering kind, that takes in the lesson as the scholar does his daily food, with a view to digestion and assimilation, but a fitful, feverish bolting of the subject, which seems but the object of the hour, and that at the cost of acute distress to some and of unrest and anxiety to all.

Health? It is as foreign to the hour as the ten commandments or the constitution of Mexico. The thing in view is the lesson, and the work in hand is to master it. "Is it hard? then work a little harder," says the teacher, as he surveys with calm satisfaction the eager chase and feverish struggle. He counts it not by the chances of physical harm, but by the chances of that triumph of the school-room — a perfect recitation. He has not counted the fears and anxieties, the aching eyes and throbbing brains which with some, have been the exorbitant cost of success. He has not counted the restless nights, haunted by spectral grammars and arithmetics, nor seen that mockery of sleep, with its somniloquent refrain of class-room recitation and its nightmare horrors of missed lessons and attendant reproof and punishment.

He has set the task to the capacity of the average learner — rather above than below it. A few have performed it with ease; some by unflagging industry, some by inordinate labor and unceasing disquiet. All have done it well; and so the standard is fixed for the next lesson, and the next, and it grows from hard to harder until some one gives out and sickness mercifully inteposes her mandate of rest. If it unhappily turns out worse, the teacher may pause a moment to reflect upon the mysterious ways of Providence, and drop a tear to the memory of a faithful scholar; but he soon

returns to his work with unabated energy and unabating demands upon his class.

This is no imaginary picture; it is what I have seen, and what every observing person has seen, who has given the subject attention and thought. I don't say that it is an every day experience. On the contrary I think it very exceptional. I believe that every case of over-work in the schools has its counterpoise in a dozen cases of inveterate indolence and shiftlessness. But unfortunately they don't affect each other. There is no beneficent arrangement of nature which helps the hurt of the one by the idle comfort of the other, or makes the two other than they already are — the extremes of dangerous activity and alarming laziness. They can't be added together, and the sum divided by two, to give a quotient which may be declared as the proper average of work. They stand essentially apart and are to be considered apart. If one scholar of the school is working too hard, and all the rest are drones and shirks, he is entitled to all the consideration that would be proper and necessary were the ratio reversed. It is just because dangerous over-work is somewhat rare, that the alarm has to be sounded from time to time, to put parents and teachers on their guard. It is to defend and protect the one-scholar-out-of-a-hundred that I am saying this.

If I have seemed to blame teachers alone for this, I want to correct the impression. The blame is partly with them and partly with parents and scholars. Indeed, when we come to consider one of the commonest causes of this overwork and of ill-directed work, we will see that the fault is mainly that of the *pupils and their parents.*

From the very nature of things there can be no perfect system of promotions from grade to grade. We establish a certain standard of perfection in the final examinations, and permit those who attain this to advance, and require those who fail to do their year's work over again. Naturally there will be many who will just reach this standard and barely pass. These find it up-hill work during the coming year, and as much longer as they simply graze success in the yearly examinations. There will often be those who will pass by accident whose standing in the monthly reports has been uniformly bad, and their struggle to maintain a standing

at all creditable in the advanced class is against appalling odds. The lucky accident that passes them proves a piece of luck that is much to their detriment; but neither they nor their parents so regard it, and a proposal to place them back where they belong is resented as unjust and outrageous, a sure evidence of unfair discrimination on the part of the teacher. This attacks the teacher in a weak spot, for if there is any imputation to which he is peculiarly sensitive it is that of partiality, and so these dead weights are carried along, the moral cowardice of teacher and superintendent, the hope of parents, and the pride of the children conspiring to hold the latter to their new position and to the unequal struggle. To say to the parents that this is unjust to their child from every point of view; to say that his successful progress through the course is thereby retarded rather than hastened, and that the useless strain is a menace to health if not to life, is generally to waste your breath. These are some of the cases that call for the exercise of a little of that "centralized authority"—which is the fashionable bugbear of the day. There is only one safe and proper rule to follow, and that is to put such scholars where the work corresponds to their physical and mental capacity. This is just alike to them and to the classes which their dullness is impeding.

Still more to be considered are those precocious ones who outstrip not only their classes, but themselves as well,—whose alert perceptions and quick and retentive memories carry them rapidly through studies within their comprehension to those requiring deductive and reasoning powers which, at present, they do not possess. They make haste to get into the high school. They aspire to the higher mathematics, to the mysteries of physics and the abstraction of mental science at an age and stage of cerebral development adapted only to the memorizing period of school life. They are going too fast. They need the check of the discriminating wisdom of parent and teacher. They need to be told that it is not geometry but a little more geography that will best meet the requirement of their case, a little more arithmetic, a little more of anything that will leave their callow reasoning powers—I would not say untried, but unscathed. Too often the warning word is not given. Too often the pride of teachers and the admiration of unenvying schoolmates hasten rather than obstruct

the dangerous tendency, until the results are disastrous and irretrievable. Sooner or later nature, inexorable though wise, interposes the check of physical or mental decay. She never intended nor consented that the brain of the child, however precocious, should hold the wisdom of a Euclid or an Aristotle before the fullness of time was come.

But I will not enlarge upon this, I will only say make your children as wise as you can so you but leave them healthy. Leave them sound if you leave them in the alphabet. Don't discharge upon society an army of invalid sages. Give back to the state *citizens*, not cripples nor imbeciles.

REPORT OF COMMITTEE ON MORAL EDUCATION.

Made to the Wisconsin Teachers' Association, at Madison, December 27, 1882.

The unexpected absence of the chairman of the Committee on "Moral Education" renders necessary the presentation of a very hastily prepared report.

President Albee in his address delivered before the Wisconsin teachers at Janesville on July 6th, of the present year, gave expression to some important thoughts, well suited to form the basis of this report and of any discussion which may follow it. He says:

"School *discipline* must be elevated into companionable character-building before teaching will become a lovely or healthy calling. * * * * But the project of reform seems so vague to our mind, the means so indefinite, that we, who are molding society, do little more than those who govern by the rude machinery of municipalities. We lecture the erring and punish the outlaws, and leave the children in apathetic doubt whether *wrong* and *disagreeable* are not interchangeable terms.

"The question of morals and manners in the schools transcends all others from the very argument for public expenditures, viz., the safety of society.

"That phase of political science that prides itself upon the increasing wants of civilization, is false in moral aspect, so long as these mark merely a more varied and multiplied growth of self-

indulgence. The most hopeless tasks of the teacher to-day do not lie among the slowly developing natures, but with those already steeped in habits of petty thought and whim. * *

"As it requires a thousand fold wiser man to induce the budding of a leaf than to lop a limb, it is no wonder that we are so unprepared to cope with a clear method in the emotional nature of the child. Teaching necessarily began on the simple lines of memory and judgment, the culminating aspects in mental growth. But as Bacon opened up the fountains of induction and gave a new birth to the deductive method, so must teaching lay its hand on the development of the emotional nature in which are coiled all the springs of life. * * * * * The history of education discloses the fact that no difficulty has disappeared by miracle, but through the enthusiastic devotion of teachers, self-dedicated."

We make no further extracts. The whole address can be found in the September number of the *Journal of Education.*

Your committee agree that moral training is the one thing that makes all other acquirements useful to their possessor and to the world, and they do not believe that there is any power inherent in geometry or chemistry to cure moral obliquity or awaken to earnestness a soul dead to higher things. Yet many acute though superficial thinkers do not admit this — they maintain that the development of the intellectual faculties constitutes the whole of education. They overlook or perhaps despise the wisdom of the proverb: "The best trained head along with a corrupt heart, is like a temple built over a den of robbers." A highly trained intellect is only too often the servant of a perverted moral nature which is earthly, sensual, devilish.

A family, state, or literature without morality cannot endure. The best literature is doubly certain to be lasting when the soul of righteousness pervades and redeems it. Demosthenes and Burke embody in their speeches the principles of a high morality and are thus distinguished in an eminent degree from all other orators, ancient and modern. Both teach that sincerity and a profound sense of responsibility are indispensable to the statesmen. Along with the genius of the two orators, there is a secondary cause which gives their works a permanent place in literature which, by the united judgment of mankind, is worthy to live forever, and

this is to be found in the elevated moral tone which gives character and dignity to these master-pieces of Greek and English eloquence.

Having thus urged the necessity of moral training, and shown its relation to the redemption and safety of society, we call attention to some of the means to be employed in this department of education. These means are briefly stated under four heads: (1) "precepts," (2) "example," (3) "habit," and (4) "exercise;" for exercise in moral education is no less important than in physical and mental training.

External restraint must be enforced not as an end, but rather as a means in cultivating self-control. Indeed, a wholesome restraint seems to be the one thing lacking in the American home, and this very fact makes the duty of the teacher in this direction more imperative. The first thing which attracts the attention of a foreigner travelling in this country, is the untrained and disagreeable child, who will have his own way, regardless of the attempts of father or mother to regulate him.

Under this head your committee would call attention to Miss Sarah A. Stewart's interesting notes on European schools printed in the number of the Journal of Education already referred to. The children of Germany, France and Italy are taught to respect superiors; and their deferential manner to strangers and teachers suggests an unpleasant comment upon the blessings of Democracy.

We linger a moment on the fourth topic because it embraces the chief difficulty of the subject. The exercise of self control is not easily taught or easily acquired.

It is a simple thing to give a free lecture on morals and manners to a school collectively; for talk is cheap and when well-timed and appropriate reaches many. It ought not to be difficult for any one who dares to assume the responsibility of a teacher to set a good example. But to eradicate injurious habits and to help the child to replace them by good habits, is toil and labor. The task tho' hard is not to be despaired of; here is where the educator may win his laurels in practical work of the highest order — which is to teach the youth of his generation the virtue of self-control.

J. Q. Emery,
Alex. Kerr,
A. R. Spragur.

SCHOOL NOTES SOUTH — ANOTHER SOUTHERN SCHOOL.

BY SUPT. ALBERT SALISBURY, ATLANTA, GA.

In another city, which shall also be nameless, I visited a school of a different type. I do not bring it forward for the sake of any contrast, though points of contrast will occur to the reader. Both are good schools, each in its own peculiar way.

School No. 2 comprises only four departments and something over 200 pupils, all colored, though an inexperienced Northern visitor would hardly suspect that to be the case. The liberal sprinkling of blue-eyed, straight-haired children, fair enough to pass without suspicion in any Northern community, would attract his attention; but he would never think them otherwise than "white."

The principal of this school is a graduate of a New England college and theological seminary, has been a home missionary in Dakota, but has now returned to teaching as his true calling; and he has done wisely.

In the Primary Department I found a Minnesota lady behind a long, narrow table well supplied with all the paraphernalia needful for teaching Grube's method according to its true objective intent.

The black-boards were covered with reading, writing, and number lessons, neatly arranged. There was not complete silence in the room. Child nature still asserted its normal restlessness; but there was a bright, cheerful air pervading the whole room. Best of all, every class in the department was supplied with "supplementary reading," either Col. Parker's book or the smaller ones published by Lee & Shepard.

Passing on to the 2d primary, I found a teacher to whom I still mentally take off my hat whenever I think of her. A New England lady of finest presence and spirit, for eighteen years she has been laboring quietly and devotedly among the freed people of the Atlantic coast. In how many humble homes her name is a household word and a word of blessing, I can not even guess; but still she goes on with her chosen work. Seventy little children looked up to her white hair and beautiful face — such a face as Lucretia Mott's is pictured — as she vigorously set forth the word of instruction.

In the Intermediate Department a Rhode Island young lady was hearing a recitation in the geography of South America. A large moulding-table properly supplied with dampened sand stood in the room; and behind this a youth was making his recitation, while another rapidly shaped the continent's outlines in the sand. Better recitations in geography I never heard from children of that age. And the words had ideas behind them, too.

In the remaining department were four grades, taught by the principal and two assistants, the room being in charge of one of the latter. The principal is thus left free to supervise and assist his teachers. I found him now teaching a class in algebra, now a class from the primary department, and now giving a geography lesson at the moulding-table to his normal class — "normal" in the sense that they are to be, perhaps have been — the teachers of the common schools of the region round about.

Here then is the "Quincy Method" brought by a college graduate straight from Col. Parker's Martha's Vineyard Summer Institute to the colored youth of the Carolinas, and successfully grafted on to a school of the ordinary type without fuss or distortion.

This is not a public school nor a free school. It is supported as a missionary enterprise; but pupils are charged a small tuition fee,— small as compared with the cost of instruction, though large enough as compared with the means of the patrons. One and the chief reason for this is to save the people from the sense and the habit of pauper-like dependence. It is, moreover, a school from which the Bible has not been banished.

SELECTED.

THEORY AND PRACTICE IN DISCIPLINE.

How many teachers are there, we wonder, whose theory of discipline and their practice, harmonize? Are you one of the few consistent ones, reader? We have most of us read of the Hoosier schoolmaster who said, "*Moral suasion* is my theory, but *licking* is my practice." With many teachers that we know nearly as grave an inconsistency prevails. For their theory is the gentlest of gentle

persuasiveness, while their practice is often pettishness, sharp reproof, and impatient expostulation. Alas, for the weakness of human nature. We can appreciate, value, follow the best way in theory, but in practice — it is very difficult. Consistency is a jewel, said the old poet. So it is and a rare one. Few persons are there, even among the best, whose theories of action, and their practice, walk through life hand in hand, like the pattern Darby and Joan, with never a clash or a quarrel. Not that all are conscious hypocrites. But theory is so easily made perfect, while it is difficult to make practice even approximate perfection.

Still while admitting the wide gap which the weakness of human nature leaves between theory and practice, we would, recurring to the special instance concerning which our Hoosier friend made his confession, exhort teachers to endeavor to make narrow this gap in their disciplinary work. If you believe, and surely observation of human nature cannot fail to make you believe, that by means of gentleness, patience and loving kindness, you can influence your pupils far more effectually, can do much more toward securing perfect discipline, then it is a very unfortunate inconsistency that renders you impatient and fretful. Even though you do not render it glaring by talking very much concerning your excellent disciplinary theories, your weakness in practice will be noted by others, and so far as perceived, will effectually counteract your influence for good. Your pupils will learn that you "say and do not," and will despise you, set at naught your wishes, and become far more difficult than before to manage. But worst of all is the direct evil influence which such inconsistency has on your own character. You do not know how it harms you; you do not perceive how through it your standards of truth are lowering; how your power to justly estimate your own failings is leaving you; how you are fast becoming the real, rather than the conscious hypocrite; but the harm is working, nevertheless. Nor do you perceive how with each yielding to impatient impulse, your power of self-control is lessening, and you are becoming the weak, captious, fretful teacher whose presence will demoralize, in half a day, the most excellently disciplined school. In a very short time your disciplinary power will be utterly lost, and the melancholy record of failure stands against your school work.

Disciplining a school-room is a task not alike difficult to all. To some who have by nature or acquirement a clear knowledge of child nature, and who know just how to take hold of a child so as to influence his mind and action, the work of governing a school well, is very easy. To others, who are unfamiliar with children, and who must learn each child's peculiarities before they know how to deal with him, who know not how to wield influence except through direct individual knowledge — the task is a very hard one. There is but one way to make it easy, and this is by cultivating self-discipline. First, to govern one's self well, and then the task of governing others becomes easy.

Above all things, never make a pretense of stern discipline that you can not enforce. Attempt no disciplinary measures that you do not believe in, if possible, but especially attempt none that you cannot fully carry out. Rather neglect certain details, be lax in unimportant matters, than start on a plan so perfect that neither strength of mind or body will hold out while you are putting it in practice. If you are convinced that you can govern solely by persuasiveness, try the experiment, but don't say too much about it until you have tried — and succeeded. Throw away the rod, if you can, but do not tell the children you have done so, until you have proved your power to control your school, not only without its presence, but without its shadow in the background. We ourselves are not in favor of the rod in use, but we think that, as children are usually brought up, its efficacy in the background cannot be slighted by the prudent teacher. Children are very much like grown people, and if they know that there is a punishment somewhere which cannot be escaped in instances of gross transgression there is no doubt that they will be more likely to avoid the serious offense.

Never threaten, or scold. Never say, "John, if you don't stop that I shall punish you severely." Or, having been so unwise and hasty as to declare an intention to punish — do so. Your failure to carry out your threat will convince the children that you are infirm of purpose and untruthful, and they know by instinct that weakness or falsity can be imposed upon by the daring or disorderly with impunity. Scolding and fretting and impatience are also indications of weakness, and the child who is not tempted by them to trespass on rules afresh is a very exceptional child indeed.

The general rules of discipline may be varied somewhat for the different classes of children found in different localities, but the qualities they demand in the teacher are in the main always the same. Firmness is needed, also kindness, and absolute self-control. "Let your yea be yea, and your nay, nay." Mean what you say and say what you mean. Seek for a wise and temperate theory, and follow it up with a sensible consistent practice, and the probabilities are that your difficulties in disciplinary work need no longer imperil your happy success.— *Present Age.*

ABSTRACT OF LECTURES ON PHYSIOLOGY, LOWELL INSTITUTE, BOSTON, GIVEN BY DR. H. P. BOWDITCH.

The lecturer said that in treating the topics under consideration he should try to imagine himself before a class of boys and girls whom he was to interest in physiology. The "science of life," he said, should be studied, so far as possible, from living animals. Begin by asking pupils to distinguish between animate and inanimate objects. If one suggests *locomotion* as characteristic of animal, tell him of the polyps fixed in their places. Another will say *heat;* ask him if a frog is warm, and digress, if you like, on the subject of cold and warm-blooded animals. Suggest that a locomotive moves and is warm, yet is not alive. Compare it with a living animal. Suppose no fuel was given it, then there would be no heat nor motion. What results, if an animal has no food? Compare food and fuel. Coal or wood is vegetable. Human and other animals take vegetables for food, either direct or one step removed; carnivorous animals being seldom eaten. Whether animal or vegetable, the food is organic,—is taken in, transformed, and evolves heat and motion. This brings up the question of correlation and conservation of forces.

We speak of taking in food when it is merely placed in our stomachs, and no more a part of us than when held in the hand. In lower forms of animal life (amoeba, *e. g.*) the functions of locomotion, digestion, absorption, etc., are performed by any portion of the protoplasmic mass, and the animal moves without limbs, digests without stomach, absorbs without vessels. A slightly higher

form, a cup-shaped polyp, uses its inner surface as digestive apparatus. But turn it wrong side out, like a glove-finger, and it does just as well as before. Higher animals may be represented by a double cylinder, the inner being the alimentary canal, where food is taken in, digested, and absorbed.

Mastication prepares food for digestion. Vegetable-eating lower animals have more powerful masticating instruments. With civilized nations vegetables are crushed, as grains, or cooked, being thus disintregrated, made soft, and more palatable. Jaws of carnivora have hinge-joints giving an up-and-down movement only. They cannot masticate well, but there is no need. Notice how a dog swallows a piece of meat without chewing. So these animals have teeth to seize (canine), and molars to cut up too large pieces. Jaws of ruminants have joints which allow lateral movements.

Rodents have a long groove in the upper jaw, into which the lower plays and gives motion to and fro. Grooves worn in the teeth show this. These animals depend for their living upon the incisors, with which they cut down trees, open nuts, etc. These teeth grow so long as the animal lives. A chisel-edge is kept by having the front only of enamel and the back of the softer dentine, which wears away more easily. The lower incisors are very long, the pulp or growing part extending back into the jaw behind the molars.

The easily-obtained skulls of sheep, cat and dog illustrate the above points. To prepare them simply, remove as much flesh as possible, and bury in the earth for a month or two. Bones of adult animals are necessary.

In considering the topic of mastication we saw that organs accessory to the teeth were necessary. These were the tongue and cheek, which kept the food between the teeth. That moisture is also necessary may be shown by attempts to eat a dry cracker, or by wiping the mouth dry with a napkin, and then attempting to swallow. The number and position of the glands were explained. Duct from parotid enters near upper molar,— pouring saliva down from above. The sub-maxillary gland furnishes a glairy fluid, which coats the food before it is swallowed. Dissect out these glands from herbivora and carnivora, and compare. In former thorough mastication demands large parotid; in latter, where food

is "bolted," the sub-maxillary is larger. Ruminants chewing on one side at a time secrete saliva in same way. The chemical action of saliva, changing starch to sugar, is common to other fluids of the body. Movements in deglutition are both voluntary and involuntary. Examine the throat with a hand-glass, and see the folds of mucous membrane at the back called pillars of the fauces. In swallowing, the food is first passed by the tongue back to this point, and held a moment there. The involuntary action begins: the pharynx draws up, grasps the food, which, by successive contraction of circular fibres, is squeezed downward. That the pharynx rises can be proved by placing the finger on the larynx and swallowing. It is difficult to swallow with open mouth, because the muscles require fixed points of attachment.

No one can swallow without swallowing something. Prove this by swallowing rapidly five or six times; when saliva is exhausted the act can no longer be performed. This shows it to be reflex action, which differs from voluntary in the direction from which the nerve force comes. In the latter it proceeds from the brain to the extremities of the nerves; in former, from periphery toward center, owing to sudden stimulation of nerve-tips, as when we touch anything hot. So, unless there is something in the neighborhood of the fauces to excite the mucous membrane, there is no action of deglutition. The paths of food into the stomach, and air into the lungs, cross, and it was once thought that the epiglottis served as a cover to prevent food falling into the trachea. But this has been removed in dogs, and destroyed by disease in persons, after which both were still able to swallow with precision. The fact is that the tongue, bent up and back over the larynx, forms an inclined plane, from which the food drops into the æsophagus.

Food in the stomach is made diffusible by liquids, the most important being gastric juice. Early enthusiasts obtained small quantities of this liquid for study by swallowing sponges attached to strings. The case of Alexis St. Martin shed much light on the subject, but now physiologists make an opening into an an animal's stomach, and insert an *annulet*, like a shirt-stud, with a hole in it, thus having gastric juice as it were on tap. It was long known to have an acid reaction, and indeed it contains a free hydrochloric acid. But there must be something else. An acid will

not do all the gastric juice does, and this something else we call *pepsin*,—the exact composition being unknown. The stomach of an animal cut up and soaked in glycerine will yield this for the purpose of experiment. An artificial digestive fluid can be made of one part hydrochloric acid 125, parts water, and a pinch of *pepsin*, so commonly sold for medicinal purposes. Experiments on eggs, meat, etc., show this to digest albuminous substances, as does the gastric juice. Absorption, or the taking of nutritious parts of the food into the blood, was shown to be more a vital than physical process.—*E. M. H., in N. E. Jour. of Education.*

SCHOLASTICISM VS. ACROSS-LOTS.

We were talking recently with a very intelligent school trustee deeply interested in the study of English literature in our schools. Like most men of elegant culture, he maintained that the true method was the thorough, logical highway of scholasticism; beginning with the birth and growing with the growth of the language; with the expectation that the pupil might, at least, be brought to a play of Shakespeare or an essay of Bacon which, thoroughly, studied, would be an outfit for life and give the student a footing on solid rock amid the drifting swash of the literature of the day.

This is the accepted way in the majority of our colleges and schools; with the difference that, in a good many of them, the majority of the children leave school about the time that the tussle with Pier's Plowman's Vision begins, and the conflict is never renewed. Of course, to a college student, sure of four years at Yale or Vassar, there is no serious objection to walking this highway of "thoroughness;" provided a Dry-as-dust professor is not shuffling along at your side. But we could not help thinking how we cut across-lots to our own introduction to the older English authors and made an acquaintance with them which has been, at least, the source of one of the chief delights and aids of a crowded life.

At fifteen we found ourself bent on "divine philosophy;" shamefully unsentimental and contemptuous of the "great girls" on the upper seats; never willingly having read a dozen pages of verse outside our school-readers in our life. One day we picked up *Dr.*

Channing's Essay on Milton, just out in the *Christian Examiner*. In that essay, if we remember, are a few passages of Milton's verse, framed in the golden glory of Channing's prose; or, if not, the prose waked up an intense curiosity to know something about the poet that had set such a man raving in this magnificent style. We opened the only copy of Milton in town, sat up all night over "Comus" and "Paradise Lost" and, then and there, were "born again" into the wonder-world of the imagination.

At eighteen we fell upon the first collected copy of *Macaulay's Essays* and, one by one, Lord Clarendon, Bacon, Horace Walpole, Bunyan, Addison, the Comic Dramatists; a full regiment of these mighty old fellows; marched up and demanded unconditional surrender. We surrendered and for the coming five years buried ourselves in this illustrious company. At twenty-one the lectures of Dr. Walker and the enthusiastic talk of Thomas Starr King reenforced this brigade of old "literary fellows" with Plato, Cousin, Kant, Locke, and Coleridge, and the battle thickened as life went on. The charming pages of De Quincy, Leigh Hunt, Hazlitt, and Whipple brought us face to face with another vast throng,—the old English dramatists, Spencer, Chaucer; everybody that anybody save a professor has time to read. And thus, year by year, somebody amid this berated crowd of "transient writers;" possibly even the scribbler in the literary column of the morning paper, by his own extravagant admiration has provoked us just to try one set more of these "standard authors" until we have been led, as by the vagrant tramps of the great brotherhood of letters through the highways and byways of our marvelous English tongue. We should certainly decline to-day a competitive examination with the upper class at Wellesley on the structure of early English prose and should flee to the mountains if a Hollens damsel challenged us to sit down in a corner and write an analysis of King Lear. But, somehow, we have been jolted and beguiled and provoked into a forty years' reading of the world's great authors which, next to "the Bible without note or comment," stands to us as the best university yet produced for the noble training of the human mind.

Now we have no intention of getting across the "scholarly" method of teaching English literature in any sort of school. Like the old-fashioned order of battle on the plains of Europe, if you

can have time and space and rations for its evolution, it turns out a grand result. But all our wars in America have turned on what Von Moltke and Todleben contemptuously call "bushwhacking;" that is, making a stand just where you must, and fighting like the devil till you or the other man go down! Every school-boy and girl in America ought, in some way, to get an introduction to good American, then British,— if possible, to all good authors; at any rate, should have his small chance at knowing two or three good contemporary writers before he dies. If there be any soul of literary aspiration within him, any one of these will fill him with a prodigious desire to know something of the immortals in the higher sphere, and, with our growing facilities for reading, he will be sure to find them out. If not thus inspired, even Shakespearean analysis will pall upon his mental stomach, and Pier's Plowman will only suggest youthful profanity. Cincinnati is on the right track. So are other schools, where some familiar author is read in a way that first wakes up a class to realize the difference between "writing composition" and authorship. By all means keep open the royal highway. But who can best describe to us the human art of cutting across lots and breaking in, even at the back door, or coming down chimney, into the mighty temple of our glorious English tongue,— the most marvelous language yet for the vocabulary of a free people and the instruction of children in a republican State?—*N. E. Jour. of Education.*

WHY A KEROSENE LAMP BURSTS.

Girls, as well as boys, need to understand about kerosene explosions. A great many fatal accidents happen from trying to pour a little kerosene on the fire to make it kindle better, also by pouring oil into a lamp while it is lighted. Most persons suppose that it is the kerosene itself which explodes, and that if they are very careful to keep the oil itself from being touched by the fire or the light there will be no danger. But this is not so. If a can or a lamp is left about half full of kerosene oil, the oil will dry up — that is, "evaporate" — a little, and will form, by mingling with the air in the upper part, a very explosive gas. You cannot see

this gas any more than you can see air. But if it is disturbed and driven out, and a blaze reaches it, there will be a terrible explosion although the blaze did not touch the oil. There are several other liquids used in houses and workshops which will produce an explosive vapor in this way. Benzine is one; burning fluid is another; and naptha, alcohol, ether, and chloroform may do the same thing.

In a New York workshop lately, there was a can of benzine, or gasoline, standing on the floor. A boy sixteen years old lighted a cigarette, and threw the burning match on the floor close to the can. He did not dream there was any danger, because the liquid was corked up in the can. But there was a great explosion, and he was badly hurt. This seems very mysterious. The probability is that the can had been standing there a good while, and a good deal of vapor had formed, some of which had leaked out around the stopper and was hanging in a sort of invisible cloud over and around the can; and this cloud, when the match struck it, exploded.

Suppose a girl tries to fill a kerosene lamp without first blowing it out. Of course the lamp is nearly empty or she would not care to fill it. This empty space is filled with a cloud of explosive vapor arising from the oil in the lamp. When she pushes the nozzle of the can into the lamp at the top, and begins to pour, the oil, running into the lamp, fills the empty space and pushes the cloud of explosive vapor up; the vapor is obliged to pour out over the edges of the lamp, at the top, into the room outside. Of course it strikes against the blazing wick which the girl is holding down by one side. The blaze of the wick sets the invisible cloud of vapor afire, and there is an explosion which ignites the oil and scatters it over her clothes and over the furniture of the room. This is the way in which a kerosene lamp bursts. The same thing may happen when a girl pours the oil over the fire in the range or stove, if there is a cloud of explosive vapor in the upper part of the can, or if the stove is hot enough to vaporize quickly some of the oil as it falls. Remember that it is not the oil but the invisible vapor which explodes. Taking care of the oil will not protect you. There is no safety except in the rule: Never pour oil on a lighted fire or into a lighted lamp.

THE PAST YEAR.

You look back over the past year and you feel sad. You see that the school has not become what you ardently hoped; nor has the work you have expended brought forth the fruit you expected. You feel in fact somewhat discouraged; perhaps you are very much discouraged.

Or again, you have made the school a good one, but you look in your purse and how little there is in it! Perhaps you need to take a journey to see friends or to restore health; perhaps you need better clothes, you may in fact have been left out of your rightful place in society for lack of suitable garments, and after a noble work for others you have nothing to show for it. You feel discouraged that labor so valuable as yours is so poorly recompensed, and you begin to think of entering another work. That may be best, but the feeling of discouragement, over the pecuniary results — let us look at that.

The teacher must never, never expect to be fully repaid in money, clothes, or position for his labor. He must be willing to do good for its own sake, and receive a very moderate pecuniary remuneration. It may seem hard that the community should profit so much by his labor and he so little. It may seem hard that he should get so little for his severe work and another with less education and less work get so much more.

We counsel every one not to allow discouragement to enter his heart, because his pay is inadequate. No one can be paid in full for efforts to do *good;* only in part are all workers for the welfare of others recompensed. But if you feel sad, as you often may, that you cannot purchase the books, clothes, or furniture that you need, you can and must still be true to yourself. Determine that you will do your work well, be the pay never so small. Many a man has brooded over his pecuniary rewards until he has become sore. He may allow himself to desert his principles and to do his work less carefully. Let him beware; such a temptation must be resisted.

Let him remember that he has an aid in one who knows his needs; it is no small consolation that he is working in the same line with his Maker. It may not be perfectly clear how it will

terminate; faith is needed. Trust in the great overruling Father, for he sympathizes with the teacher's work.

But it does not follow that he must teach if it fails to give him a living. Careful consideration may show him other work more remunerative. It does not follow that he must cease from doing good if he leaves teaching.

Most teachers lack enterprise to strike out anew, they prefer to cling to the wreck year after year. Let your heart counsel you; take courage. Determine to improve your condition. Yield to no discouragement. The past year may be a stepping stone to a prosperous future.—*N. Y. School Journal.*

EDITORIAL.

At the time of writing this article, March 31, the legislature is on the eve of adjournment, both houses having concurred in a resolution to pass no measures after 12 o'clock this evening. As no legislation will be had for two years, unless an extra session of the present legislature is called by the governor, whatever laws are left when this session ends, will be the laws for two years to come at least.

Many measures affecting the school interests of the state have been before the legislature this winter, but comparatively few of them have passed the ordeal of discussion and become laws of the state.

It is impossible to state now with absolute certainty just what changes in the school laws have been made; for all bills passed by the legislature must be enrolled, presented to the governor for approval or disapproval, and the action of the governor thereon reported to the legislature before that body finally adjourns. This requires time, and it often occurs that the final adjournment takes place before all bills which have passed the legislasure, complete the later stages requisite for becoming laws. The following measures have passed the legislature, and unless they fail of enrollment or approval by the governor will become laws:

1. The time of holding annual meetings in all school districts in the state is changed, so that such meetings will hereafter be held on the first Monday in July, instead of the first Monday in June, as provided by the law of 1882.

2. The time of making reports by district clerks, town clerks and county superintendents has been changed, so that district clerks will hereafter make their reports between the tenth and fifteenth days of July, to the town clerk. The town clerk will make his report to the county superintendent between the tenth and fifteenth days of August; and the county superintendent will make his

report to the state superintendent on or before the fifteenth of September, annually.

The census will be taken as of the last day of June, and the school year will close on that day.

3. The law authorizing district boards and boards of education to make changes in text books, by the consent of the state superintendent, has been so amended that such change can hereafter be made by district boards only after authority is given so to do by the majority of the legal voters of the district by a vote at an annual school meeting; and by boards of education only after being authorized to do so by the common council of the city.

4. The ambiguity of the existing law relating to the examination of teachers for, and the supervision of free high schools, has been removed by placing the supervision of these schools directly in charge of the state superintendent, and authorizing the examination of teachers for these schools, not otherwise qualified by law, by the state superintendent, or under his direction.

5. A sufficient amount was appropriated to pay the free high schools at Broadhead, Baraboo, Eau Claire and Marinette, the sum to which they would have been entitled as State aid, if such schools had made reports as required by law before the annual apportionment to high schools was made by the state superintendent.

6. The price of Nicodemus & Conover's Map of Wisconsin, furnished to school districts and departments, and to public officers, through the state superintendent, was reduced from $4.00, to $2.00, and provision was made for the correction of the map to show the changes in the boundaries of counties made by the present legislature.

7. Provision was made for filling vacancies occurring in the office of secretary of town board of directors, in towns having the township system of school government.

8. The annual state tax in aid of the State University was increased from one-tenth to one-eighth of a mill upon the dollar of valuation, and provision was made by a special appropriation for continuing experiments in the manufacture of sugar from cane syrup in the agricultural college department of that institution.

These are all the measures known to have passed the legislature, and likely to become laws, affecting the school interests of the state. Propositions relating to donating swamp lands hereafter derived from the general government to the support of the agricultural college, relating to establishing by law a course of study for all schools in the state, relating to a board in each county to examine teachers, relating to modification of the law authorizing and providing for life certificates after teaching twenty-one years, by making the time one hundred and five months and including the time occupied as county superintendent, have been before the legislature, and have already been refused passage, or are still held for adverse action at the last moments of the session.

An attempt was made to secure an appropriation of twenty-five thousand dol-

lars in aid exclusively of free high schools which should be established in towns having no graded or high school within their limits, and thus place the rural schools upon the same basis as village and city schools, as regards right to state aid.

The committee on education in the Assembly reported favorably upon the measure, but the joint committee on claims reported adversely, and the measure was defeated.

THE matter of the attendance of teachers of graded schools upon institutes held by county superintendents has often been a matter of discussion, and these have sometimes been made the occasion for saying quite severe things about the practice of the graded school teachers in staying away from the institutes. More and more, however, has it become apparent that in order to help and interest this class of teachers in institutes, different exercises are necessary than are required for the benefit of the teachers of ungraded schools.

But no intelligent observer has been ready to admit that graded school teachers have no need of the inspiration, the quickening, the comparison of methods, the broadened outlook, and the benefits of association and fellowship which may be gained through the institute. It is possible, therefore, that in the future, through the efforts of city superintendents and the enterprising teachers of cities, a series of institutes for department teachers and principals will be inaugurated.

An institute of this character was recently held in the city of Neenah, the teachers and superintendents of that city and of Menasha uniting for the purpose. An esteemed correspondent has quite briefly outlined the proceedings at the institute, which we are glad to publish for the suggestions they afford, relating to exercises suitable for such institutes:

A Teachers' institute, conducted by State Supt. Graham, was held at Neenah, Wis., March the eighth and ninth in behalf of the educational interests of the "Twin Cities," Neenah and Menasha. The occasion was one of profit for those engaged in teaching.

The programme was various, entering at some length into the different departments of school work. It consisted of papers and class work. A portion of time was devoted to and used for a discussion of each paper and the methods of instruction used in the class work.

These occasions were made eminently profitable by the timely suggestions made by Supt. Graham and Pres. Albee.

The evening sessions were devoted to general remarks on school work.

"What Ought to be Accomplished in Each Branch of Mathematics" was the title of a paper which reviewed the relation in and position of mathematics among the means of education.

School work in "Language" was illustrated by classes in reading, spelling, penmanship and grammar. Among other things, the "Qualifications of Teachers" was considered, and in connection with it were likewise the "Legal Duties of Teachers, School Officers and Citizens."

School work in United States History was illustrated by class work.

Geography was considered in a paper which ably set forth the inductive method of imparting instruction in that subject. The burden of the paper was thrown upon the Physical Geography of Wisconsin, from which passage was found to other parts of the United States.

The subject of a "High School Course of Study" came before the institute, and in the following discussion interesting facts were given by the State Supt.

in reference to the High School course throughout the State, and the work to be done by the High Schools.

The subject of "Kindergartens" was presented by Miss Colcord, of Oshkosh Normal School. Discussion was raised as to its introduction into the lower departments of the common schools.

An "Inquiry into the Health of Pupils in the Public Schools" was given by J. R. Barnett, M. D.

The institute throughout moved with an unflagging interest, and has served to bring before those interested in the educational needs of the two cities the questions which must be solved in order to gain the best results from our school system.

A. F. R.

WE are pleased to lay before our readers this month the paper read before the Wisconsin Conference of Charities, at the recent meeting in Madison, by Lewis A. Proctor, member of the State Board of Supervision. It is quite time that the charges against the public schools which have become so common of late, be met and challenged by thoughtful, candid papers like this. We trust no one will fail to read the paper. Besides being worthy by reason of interest in the subject discussed, and the ability with which it is presented, the paper is finely written, and is calculated to greatly enlarge the horizon of thought in relation to the value and scope of the work of our public schools. Near the close of the 2nd paragraph on page 140, an aggravating mistake occurs; the word *generous* being used instead of *onerous*. It is needless to say that the author did not read the proof.

THE paper by Dr. J. R. Barnett, upon Health in the Public Schools, presents that subject from another standpoint, than such as are usually chosen, and will be found very readable indeed.

The paper by Supt. Salisbury, from his School Notes South, was designed for publication with the article furnished by him and published in the March number of the JOURNAL, but the manuscript reached us too late for that purpose. We notice in the Nashville *Daily American* that Supt. S. has been holding an Institute in Fisk University, and judge from the exceedingly complimentary resolutions passed by the teachers present, that he has commended himself and his work as an institute conductor strongly to all who were present. We expected to hear good accounts of this character as soon as the Professor fairly got down to business. If anybody can shake up the lethargic, and reveal unexplored and undiscovered possibilities to the average teacher in his business, he can do it. And this is the work needed in Tennessee, not only, but in Wisconsin, and Massachusetts, and California, and all intermediate and contiguous states and territories.

"WHAT shall I do next" is a question that constantly arises with the young teacher. This and thousands of other questions are answered in the *Teacher's and Students' Library* published by T. S. Denison, Chicago. The day is passing when "anybody can teach school." Teachers must post up. The work referred

to covers the entire ground. *Common branches, Science, Civil Government, School Law, History, etc.* It is the teacher's cyclopedia and constant friend. It should be on the desk of every teacher in the land. It is published in one large octavo volume at the low price of $3.

FEW minor inventions have been so readily appreciated and come so quickly into general use as the stylographic pen. None who have used one will ever be contented with any less convenient apparatus for writing, and in a short time there will be few who have occasion to write at all who have not adopted it. The general principle of the stylographic pen is so familiar as to require no explanation. We have made trial of various kinds, but have found none to equal the improved Livermore Stylographic Pen, which combines all the advantages of other makes. It is convenient to use, writes with any kind of good ink, and is practically indestructible. Sold at first for $3 each, the price has recently been reduced to $2 for plain pens, with fifty cents extra for gold mounted. By sendding that to Louis E. Dunlap, Manager Stylographic Pen Company, 290 Washington Street, Boston, a pen together with a package of superior ink, will be sent by return mail, and the money will be at once refunded if they do not prove to be perfect in every respect.

IT has become generally known that the Board of Education of the city of Philadelphia recently unanimously elected Supt. James MacAlister, of Milwaukee, as Superintendent of Schools of the former city. This action was taken after extensive investigation and inquiry, and upon the report of a sub-committee of the board, and was not sought or expected by Supt. MacAlister. There is but one expression on the part of leading educators and of the press in the State upon this matter, and that is that while his election is a high compliment to himself, to Milwaukee, and to Wisconsin, his acceptance of the position and departure from the city and State will be a great loss to both, which he has served so long and so effectively in the sphere of public education.

We are not advised about the result, but presume there is no doubt that Mr. MacAlister will accept the position tendered in the second city of the country, and just as little that ere long the schools in that great city will respond to the inspiring touch of his intelligent and vigorous supervision and direction, in improved methods and increased efficiency.

THE April No. of *The Century* closes Vol. XXV., and is accompanied by an index of that volume. This issue contains an admirable engraving of Emerson, for a frontispiece, and an excellent analysis of the life and work of the poet and philosopher by E. C. Stedman. The serial by Miss Burnett is completed, and the closing chapters are replete with illustrations of the dramatic power of the author. The critics will now take the story in hand. The article on The Capitol at Washington, by Ben Perley Poore, is exceedingly interesting, contains just

the information everybody wants, and is admirably illustrated by life-like portraits, and with clear and wisely selected views of the building. The No. is full of characteristic and instructive articles. Now is a good time to subscribe. Address The Century Co., New York.

St. Nicholas for April closes Part 1, of Vol. X, and improves in quality as it increases in age. It requires nearly a page of the cover for the table of contents of this No., and not one of the articles could be spared without a sense of loss. The illustrations are so admirable that some of the articles might be fairly read with their aid, were the letter press omitted. The family of children that is without this monthly visitor unconsciously suffers great loss. Published by Tne Century Co., New York, $3.00 per year.

NOTES.

County Superintendent McLoughlin reports that he has visited all the schools in the county except ten, and that many of these would have been visited had not the bad state of the roads delayed his trips. As it is he will get around to a few more of them, but some will be omitted altogether, as all the schools are about closing. Mr. McLoughlin says the schools of the county have been very successful this winter, that they have been well taught and well attended.

Milwaukee.—The schools of Milwaukee have won a national reputation. At a recent visit of Col. F. W. Parker here he expressed himself in the highest terms of praise as to their methods and general condition. The Second District primary has attracted much attention. Mr. D. C. Luening is principal and a live man, constantly on the look out for new ideas and suggestions that will benefit his school. He has invented a great many novel appliances himself, which are used to great advantage in his schools, and could be used with similar results in every school. Among other inventions he has had patented an "illustrating numeral frame." Into this colored and pictured slides can be inserted, which form a great aid in teaching the fundamental rules of arithmetic in the primary classes. The two things that strike children are colors and pictures, and these are used in this frame. The front of the frame has a series of perforations; the lower row shows ten approximately square openings, where the different color strips are inserted to teach addition, subtraction, multiplication and division. The middle row of perforations shows the geometrical figures generally taught in the lower grades. And by inserting variously colored strips, so as to cover these perforations, the figures are brought to view, and the pupil is kept so interested that every lesson will be stamped upon his memory. This row of perforations also presents the pupil with the first forms for his drawing exercise. It also has a

string of twenty balls attached for counting purposes. This frame is far superior to the ball-frame. It will become very popular, it is believed.—*N. Y. School Journal.*

PRINCIPAL ALFRED THOMAS, of Two Rivers, former treasurer of the Wisconsin Teachers' Association, resigns his position, and leaves the place, the state, and the business, to engage in real estate business at De Smet, Dakota. Arthur Burch, for two years past principal in fourth ward at Racine, a graduate of the normal school at Oshkosh, succeeds Mr. Thomas at Two Rivers.

WE learn that a special committee of the American Board of Commissioners for Foreign Missions, appointed at the meeting of that body held in Portland, Maine, last autumn, has invited President Chapin, of Beloit College, and Prof. Mead, who is now in Germany, to act as a visiting deputation to the Western Turkey Mission, and that thay have accepted the invitation.

WHY is one hour divided into sixty minutes, and each minute again into sixty seconds? This question is often asked by intelligent children, and the answer is this: We have sixty divisions on the dials of our clocks and watches, because the old Greek astronomer, Hipparchus, who lived in the second century before Christ, accepted the Babylonian system of reckoning time, that system being sex gesimal. The Babylonians were acquainted with the decimal system, but for common or practical purposes they counted by *sossi* and *sari*, the *sossos* representing sixty, and the *saros* sixty times six — thirty-six hundred. From Hipparchus, that mode of reckoning found its way into the works of Ptolemy, about 150 A. D., and hence was carried down the stream of science and civilization, and found its way to the dial plates of our clocks and watches.

WE find the following in the *West Bend Times*, and commend the pertinent inquiries so aptly put by friend Cameron to the teachers of other counties besides Washington county. The appeal has the true ring:

The paragraph in the annual address delivered at the Old Settlers' meeting in which the speaker pays such handsome compliments to the public schools of our country suggested the question, "Are we Keeping Pace with the Times?" I will by no means, attempt an answer in this brief article.

I trust I am not one of those chronic grumblers, who live wholly in the past; who see no virtue in anything from which they cannot blow the dust of ages with the breath of praise. Nor would I wantonly abandon all past experience and drift in search of sensational theories and new dogmas.

Yet the teacher must not turn a deaf ear to advanced thought and new methods. The antiquated may sickle his crop, because the cradle and reaper are not the products of his own selfish mind, without harm, save to his own energies; but the teacher who does not explore new fields of thought for appliances and methods to make his work secure the best possible results, commits a moral wrong which society cannot afford to overlook. These young minds, hopes and energies entrusted to his care for direction are too precious to be misguided into wrong channels of thought.

And yet what are we teachers of Washington County doing for self-improvement? Are we striving to become skilled workers? The answers to the above questions are various. Reading educational journals, attending institutes, etc. These means without doubt are potent helps. I however will not make an estimate of the small per cent. of our teachers supplied with literature bearing directly upon our work, nor the number attending the yearly institute. But let

me ask what has become of our teachers' association. Until the last three years Washington County had a monthly association of which the teachers were justly proud. And many teachers of our county to-day are indebted to Messrs. Chase, Congdon, Immig, Barney, and others for advanced ideas and new methods which they took into the district schools and made their work more available.

Has the time come when the teachers of Washington County have reached the climax of attainment? Have we no further need of the counsel and encouragement of our brother teachers? Have the leading teachers been together to devise the best plan for carrying into effect the grading system for the district schools, which our state has furnished in manual form and is asking us to adopt? What has become of our teachers library, with its valuable volumes, furnished by the teachers, state and country? Is there any need of teachers' meetings for advancement or must we leave all public gatherings for dairymen, lumbermen, editors, doctors, etc.

Now wherein lies the cause of this lethargy? Is it because our chief is not in the front cheering us on to Richmond? Or do we ourselves prefer to be the rear guard and let the teachers of other districts lead the intellectual van. Let us come together, fellow teachers, re-organize our association, improve ourselves and thereby dignify the profession. DON CAMERON.

HON. VARNUM B. COCHRAN, re-elected Supt. of Public Instruction of Michigan, last November, has resigned, to accept appointment as Register of the Land Office in Marquette. His successor, Supt. Herschel R. Gass, of Jonesville, has a good record, and was recommended to the Governor for appointment by the Executive Committee of the State Teachers' association. Mr. David Parsons, of Detroit, candidate for the greenback party for the superintendency last fall, becomes Deputy State Superintendent, and W. L. Smith, late Deputy, takes the Chief Clerkship.

MR. WILLIAM B. RUGGLES was elected State Superintendent of Public Instruction in New York, March 14. In early life he was a school teacher, but of late years has devoted himself to the practice of law. He published a newspaper in Atlanta, Ga., for some years after the war. In 1876 and 1877 he served as member of the Assembly, and under Attorneys-General Schoonmaker and Ward he was a deputy. He is a man of decided ability, and it is believed that he will make an excellent officer.

PUBLIC education in Detroit suffered severely the past winter in the loss by death of Principal John F. Nichols, of the Cass School, and Principal Frank Peavey, of the Tappan. The former had been a teacher in the city for nearly thirty-five years, and was an ex-president of the State Teachers' Association. His successor as principal is Prof. W. N. Hailman, formerly of Milwaukee, the well-known writer on pedagogic themes, and now president of the American Kindergarten Association.

IT is often urged that learning by heart strengthens the memory. Locke emphatically denies this; and even if accurate learning by heart does strengthen the memory, the slovenly and inaccurate learning by heart customary in large schools weakens and enfeebles it. The strength of the memory depends upon interest. Excite interest, and the thing will be remembered; nay, more, excite interest, and the whole faculties of the learner will be enlisted in the service of securing the utmost degree of accuracy.

IN directing Professors George L. Andrews and Samuel E. Tillman, of the United States Military Academy, to visit Harvard, Yale and other American colleges, the Secretary of War desires a thorough inquiry to be made into the course of study and methods of instruction at the leading American universities and colleges. Speaking of the subject, Gen. Drum said: "This may be considered a new departure, but the world moves, and we must keep abreast with the spirit of the age. It is desirable that West Point should avail itself of everything which is commended and indorsed by the ripe experience of our leading institutions of learning."

ONE of the most valuable designs of the Bureau of Education, at Washington, is the preparation of an elaborate "Circular of Information" concerning the State and City Normal Schools of this country. The idea is, that each school now in operation shall furnish a statement of its own history, organization and special methods of work. Such a report would be invaluable to the States which are now forecasting the establishment of such schools, and of scarcely less importance in helping to solve some of the points of administration and method still in debate between New England and the region beyond. It is to be hoped that every schooi of the sort will make a special effort at co-operation in this work.

THERE is in Philadelphia an organization composed of some of the most prominent ladies and gentlemen of that city which is known as "The Public Education Association." The object of the Association, as stated in its first annual report, is "to promote the efficiency and to perfect the system of education in Philadelphia by attracting general attention to its errors and defects through appeals to the local authorities and to the legislature, when needful, and through such other means as may from time to time be deemed expedient, becoming thus a medium for the expression of public opinion; finally, by taking such measures as may be best calculated to bring under instruction the thousands of children now growing up in ignorance."

THE educational statistics found in the American Almanac for 1883, have been compiled with great care, and many of the tables are instructive and interesting reading. For instance, we observe that the United States, with a population almost exactly twice as large as that of Prussia, has a school population more than three times as large (14,962,336 to 4,396,738). Of this, our school population, more than 5,000,000 (above one-third), are in attendance at no school, while in Prussia the insignificant number of 389,000 are reported as going to no school. In our elementary schools the work requires 272,686 teachers. In Prussia half the amount of work is done by about one-fifth the number of teachers, or by 57,936. In France the ratio of teachers to scholars is higher than in Germany; but nowhere is it as high by one-half as here — that is, in American schools there are more than three times as many teachers to a given number of scholars as in the leading countries of Europe.

NO STATE of the Union has made more rapid progress in educational affairs than Indiana. Especially has the country school problem been dealt with there in a

way that shames the obstructive, petty, and "go-as-you-please" policy of some of our Eastern States. It would be a good investment to put into the hands of every township school committee in New England a neat little pamphlet of 80 pages, entitled *Manual for the Public Schools of Spencer County, Indiana*, compiled by John Wittenback, County Superintendent of Public Schools and President of Board of Education. This admirable little manual contains a plan of a model country school-house; full catalogues of the County Board of Education and teachers; a graded course of study for a township, district, and high school; a body of rules and regulations; a programme for township teachers institutes to be held on three Saturdays of each month, with a complete syllabus for instruction in the same, including morals, pedagogics, and civil government; and the proceedings of the County Institute held in September, 1882. With such a vigorous handling of the country schools, we are not surprised at the admirable results attained in many of the counties of the Western States. New England is losing power and reputation, in a way that will certainly be evident fifty years hence, by her obstinate clinging to obsolete and ineffective ways of dealing with the country district school. It is no disgrace, but rather the proof of wisdom, for the parent to take counsel of a hopeful child; and the sturdy children of the old America, east of the Alleghanies, are already in a condition to give valuable aid and suggestion in the matter on which the East is so conscious of superior wisdom,—the education of the people.—*N. E. Jour. of Education.*

So FAR as we know the city of Cleveland, O., is ahead in the matter of school-house construction. The School Board has recently passed an order disapproving of the erection of school houses more than two stories in height, and the Board have addressed a circular to architects, offering a premium of $500 for the accepted plan of a primary and grammar school *two stories high*, to contain sixteen rooms, with a full basement under the building, and to be so constructed that four to eight rooms can be added on at any time without interfering with the rooms in the building or its symmetry; to be heated and ventilated in the best and most practical method; the rooms to be large enough to seat an average of sixty pupils; separate wardrobes in each room: to be provided with ample entrance to and exit from the building; to be substantial in all respects, neat and tasteful, but with no expenditure of money for mere ornamentation. The rooms shall be high enough for all purposes of health, but with due regard to economy in heating them. The following items also are named simply as suggestions to architects: 1. Rooms of size as to afford fifteen square feet of floor per pupil; that is, nine hundred square feet for about sixty pupils. 2. Window-space not less than one-fourth of size of floor. 3. Height of room not to exceed fourteen feet. 4. Ventilation to introduce not less than thirty cubic feet of fresh air for each pupil per minute, and remove an equal amount of foul air from the level of the floor. 5. Heating arrangement so connected with ventilation as to secure even temperature that shall not differ materially in different parts of the room, and air to so enter as not to expose any of the pupils to unwholesome drafts. 6. Water-closet accommodation to be abundant, well ventilated, and the building thoroughly secure against sewer-gases.

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TEACHERS—THEIR QUALIFICATIONS AND DUTIES.

[A paper read at the Teachers' Institute at Neenah, March 9, 1883.]

BY SUPT. J HINSON, NEENAH.

As a beginning, I lay down the proposition that public schools are fostered by the state, not merely to impart a knowledge of reading, penmanship, etc., etc., but to make better citizens; and this end should always be had in view by teachers of every class, and under all circumstances, when employed as such in the public schools of the state, and nothing should be left undone which may be in the power of the teacher to do, that will bring this end nearer of accomplishment. Having this end distinctly in view, the successful teacher will be called upon to do many things not mentioned in the school laws made for their government. That teacher whose efforts reach no further than the mere letter of the law, will find that the "letter killeth" not only the school, but teacher also. I think one great cause of failure in our public schools is the fact that teachers will not, or at least do not, look into the deeper objects or purposes for which they are employed, being satisfied to do as others have done before them, taking the lessons as laid down in the text books, and those only, as the sum total of knowledge of the subjects in contemplation, and giving no ideas of the applications of the knowledge, but leaving each pupil to learn these as circumstances in later life will force upon him.

Among qualifications, I would place first of all, the ability to

control,—first the teacher, and then the children under the teacher's care. Without self-control, there can be no governing others, and I may also add, the ability to obey is a very necessary pre-requisite. And not only ability, but a willingness to obey the rightful constituted authorities placed over them. I am aware that it sometimes happens, and frequently too, that persons are appointed as school officers, who are in every way inferior in intellectual attainments, and even natural abilities, to the teachers under their direction, and it doubtless is irksome to be called upon to do many things, which the best judgment of the teacher would indicate as not for the best. And still, there are always two sides to everything.

I knew a case where the engineer of a steamboat on the Fox River refused to answer the signals from the pilot house, and the captain, on investigation, found him trying to remove a log from the wheel, saying in explanation, that to start the engine before the log was removed would destroy the wheel. The captain replied, that he could replace the wheel with much less expense than would result if the heavily loaded barge, which they were towing, should have run into them, as he was expecting. In this case the engineer was doubtless wishing for the best interest of his employer, as he understood it, but the line of his vision was limited, and he saw only the log in the wheel. The captain being in the pilot house, built with special reference to seeing all around the boat, saw the log and also the approaching barge, and comprehended all the consequences likely to result.

And so I say, there *may* be objects for which the school board may be working entirely beyond the line of vision of the teacher. I do not mean to say it is *always* so, but it *may* be so. I am fully aware that school boards are composed of human beings, and while those having the authority to select should be extremely careful in their selections, yet it is not always so. Even the best of men have weaknesses and prejudices, frequently carrying them to such lengths as to make their conduct open to severe censure, and school boards are no exception. Besides, it is not a good rule to imagine that because a man lacks a knowledge of the general principles of orthography and grammar, he is to be set down as an ignoramus; for I have known a very few, without such knowledge,

who might well be classed among the educated men of any age. And yet, even they, with advantages such as are open to every child of the present day, might have been far superior to what they were.

Next in importance to self control, I would class the ability to maintain order in the school-room. Somebody has said, "There may be order without instruction, but there can be no instruction without order," and I know of no better way of expressing my own opinion on that subject. Besides, I consider it as much a part of the teacher's duty, to teach the children to *obey* as to teach them to read. Many children have no other restraint than that of the school-room, parents or guardians being either unable or unwilling to restrain them, and they grow to manhood and womanhood in constant antagonism with and rebellion against rightful authority. Consequently they, unprepared to yield a ready obedience to the laws of the land, grow from bad to worse, and sooner or later furnish a large share of the criminal and lawless classes of every community, simply for want of a little wholesome and necessary discipline and restraint in childhood and youth. Certainly, they who will not obey parent, guardian, or teacher, cannot be expected to readily obey the laws of the land.

Following ability to control, I would place ability to interest. To do this successfully will require a variety of attainments, many of them not mentioned in the statutes made and provided. In addition to a knowledge of those studies mentioned for certificates, I would say a general knowledge of history, ancient and modern, natural history, geology, and in fact, the greater the variety of information, the greater the possibilities for instruction. Now I am aware that some people may well question, as to what direct benefit a knowledge of geology, natural history, etc., etc., might be to a teacher in one of our primary schools. Yet, if they will but stop and consider for a moment, they will readily see there is scarcely a day in the school year, but some lesson treats of beast, bird, fish, fowl, earth or water, and if the teacher knows no more of the subject than may be found in the lesson provided for the children, the chances are that the children will know even less, and that lesson will be a failure.

Perhaps I should not say failure, but it will partake very much

of the nature of bread alone, for dinner. The bread may be of the best, but taken alone will seem dry and unpalatable. How nicely a little good butter, judiciously applied, lubricates its passage into the stomach, and then kindles the fires to warm it up, and also heats the grand machine, which is, indeed, so "wonderfully made."

But, I can, perhaps, better illustrate in this way. I open a First Reader, and the first line I see reads "A fat hen. A big rat." Now you say that is a very plain case and needs no comment. Possibly! The teacher can doubtless, after a time, succeed in teaching the little ones to speak the words in exact imitation of the teacher's voice, accent and all. If I should say, they have been taught to *mimic* the teacher, how far wrong would I be? Suppose, however, instead of trying to teach the memory to retain the sounds and accents as used by the teacher, a little time be devoted to telling something about the habits, or particular descriptions of "a hen," and "a rat," drawing as much from the children as possible, the teacher supplying what they lack. How long will it be before the little eyes will begin to kindle with enthusiasm, and the little piping voices, each in its own individuality send out the words in all their completeness, with accents hardly to be improved? Does it never occur, that children talking, as a rule, give proper emphasis to the words they use? They may not use proper words, but there can be no mistaking their meaning by the emphasis placed upon their words.

And right here I may say that the teacher's success will be proportioned to the ability to interest, and the ability to interest will be proportioned to the knowledge of the various subjects as they are presented for consideration. Of course, anybody can take a *great* occasion, or a *great* subject, and make a sensation. But unfortunately for the mass of the human family, great occasions are like angels' visits, "few and far between," and those who wait for them usually find not only the sere and yellow leaf of life, but even its withered branches, and still the coveted hour not come. So the teacher must learn to be great in the small things of everyday life.

Now learn a lesson from the thrifty housewife who takes of the commonest of foods, and with skillful care, makes a feast fit for a palace. The snowy table linen, polished ware,—common though

it be — and the bunch of flowers, give no strength to the physical man, but their presence give relish, how much may only be determined by trying the same food with opposite surroundings. The intellect is just as *spleeny* as the stomach, and will appreciate efforts to please fully as much.

Some years ago, I saw a man in Marquette, Mich., who took about a dozen pine sticks about 1¼ inches square, and varying lengths from 6 to 18 inches, and putting them upon a sofa in a certain order, graduated as to lengths, he beat upon them with two little mallets made by sticking balls, made of hard maple, on the ends of knitting needles, making excellent music, playing any selections asked for. To me, never having seen or heard anything of the kind before, it seemed wonderful. Now just think of it. Here is scattered all through our great state of Wisconsin, most excellent music, in pine sticks, one of the staple products of our state, and yet how many of her citizens can coax it out? Perhaps this young man had reason to exercise his ingenuity, as he was waiting the arrival of a young lady, coming up the lake by propeller, then three or four days overdue, being fast upon a reef two hundred miles away. They were to be married when the lady came, and I know of no circumstances more likely to tax the ingenuity, or I might say the originality of the average young gentleman of the period. But it requires the hand of a master to develop that king of instruments, the piano, and wake him from his slumbers, and a lifetime of practice, to develop the master. How careful the hand, and how sensitive the touch, should be, of the one who is to play upon an instrument where strings consist of 30, 40, 50 innocent, childish human souls, each in perfect time with its Creator, yet so sensitive that the least discordant jar is liable to disturb and distract its harmony, perhaps forever. A violin is said to increase in beauty and tone with age and use, by being kept in perfect time, and these little human heart strings will live to bless, or curse, the hands by which they have been tuned.

But what I wish to impress is, that it is not necessary to go away from home to find the wonderful things of the world. A good microscope, and a little practice, will show greater wonders than those classed as the "seven wonders of the world." Even these are not always necessary. Mrs. Browning has said, "Earth's

full of heaven, and every common bush on fire of God, but only those who see, take off their shoes. The rest sit round, pluck blackberries, and daub their faces more and more from the first similitude." So with the curious and wonderful things of the earth. They are everywhere, but they only see them who look for them.

Truth is, indeed, stranger than fiction, and I might add that they who expect to obtain their information of general subjects, and such as will fit them for lives of usefulness, from works of fiction solely, will find it sickly diet, and scarcely such as will give strength to meet the actual realities of life.

There is nothing taught in school but may be best taught by those teachers whose knowledge is most general and extended. Not only knowledge of the subjects to be taught, but ability to apply knowledge already gained. There should be a reason for everything. Say not that it is so because the book says it is so, but say *why* it is so.

In teaching grammar, do not merely say, "Grammar is that science which teaches us to speak and write correctly," adding, "and of course we all wish to speak and write correctly." Now I very well remember, when I was a boy, that I *did not* wish to speak and write correctly, or if I had any preferences, they leaned in that direction. But had my teacher explained to me why it was desirable that I should speak and write correctly, perhaps I might have taken more interest in the subject. Perhaps my teachers never thought beyond the mere forms laid down in the text-books, and yet, I can very well remember two in particular who were far above the average, one of whom was practicing law in Wall street, New York, the last I knew of him. But had I been told of the boy who could bring no more milk because they were going to "*ex*pose of their cow," or of my own good faithful German sergeant in the army — splendid soldier, too — who proposed to "*ex*tinguish himself" (and he did), I should have smiled, no doubt, but I should have understood something of the value of language. Had I been further told that a large share of the lawsuits of the country may be traced directly to the misunderstandings and misconstructions of words, I should have been still more impressed with its importance. And I learn that an improperly constructed sentence, in an

order, written by an aide, during the battle of Chickamauga, caused the suspension of three major and one brigadier general, one of whom was the commanding officer, the utter rout of the right wing of the Union army there, the loss of many cannon, small arms, and supplies, and *the death of thousands of brave men*, imperiling the whole army there, and prospectively the entire Union. Had it not been for just such a man as Gen. Geo. H. Thomas to meet the emergency, and equal to its requirements, there is no telling the consequences of that single faulty sentence, resulting, perhaps, because some teacher in the years gone by had failed to make the study of grammar sufficiently interesting. At the great day of final accounts, on whose head will the blame be laid? How wonderfully the subject grows, as we look into it with eager, anxious eyes, and behold some of its inner features!

Indeed, and why should not boys learn grammar as well as girls? How many times we hear it said that "boys can't learn grammar." Who need grammar more than men? Must a man call in a lawyer every time he buys or sells, to make the trade for him? The courts will not wrongly interpret a contract which is capable of only one construction. If the language is plain and unequivocal, there is no judge in the country will go out of his way to make it otherwise. If there is any reason why boys cannot learn grammar, or will not, it is because grammar has never been taught. How necessary that teachers should themselves know the why and wherefore, and be prepared to give a reason, as occasion demands.

Perhaps teachers will ask, "How are we to obtain all this information?" They say "We have little time to study. Between the duties of the school hours, looking over examination papers, and other duties, our time is wholly occupied." Granted. Still I could only answer the question asked, by saying, Seek for it. It will not come unsought. Trusting to inspiration will be worse than folly. Neither will it be found in works of fiction. A week, a month, or even a year will not give it. It can only be accumulated little by little, and stored away for future use, when the occasion demands, and I know of no better way than a systematic course of general reading, judiciously arranged, and put the spare moments into that. A little fiction — the less the better — occa-

sionally, might not hurt, neither would it be missed, if left out entirely. Like "floating island," it might add to the looks of the table, but there is no genuine nourishment in it.

Banks honor no drafts, without a credit to the fund drawn upon. The human mind is just the same. You can draw out, only what you have put in. Fill it with saw dust, or what is worse, trash, and only saw dust and trash can be drawn from it. Fill it with pennies, and though pennies in the aggregate may make dollars, yet pennies only can be obtained from it; to satisfy the demands made upon it, and of all persons most it behooves the teachers in our public schools to store their minds with a rich variety of the very best information to be obtained.

I say variety, because variety is said to be the spice of life. Besides, for the teacher's mere sake it is needed. It has been said that after ten year's teaching, the teacher is good for nothing else, and I think I would add, that when the teacher reaches that stage, it will be time to be looking for another teacher. Should the teacher's vision reach no further than the walls of the school-room, then of course, the teacher will become narrow and unfit for everything, even teaching; but let the mind go out and grasp the problems of the age, with which men of business, scientific men and statesmen are contending, and study to apply the lessons of the world in such a way as will enable these youthful minds to best contend with them, when they too are thrown in contact with them. There is no good reason why a teacher should become narrow minded, but every reason why he shall become enlarged and broadened in his views.

One other necessary qualification, or perhaps I should say duty, for successful teaching I should name, is visiting the homes of the pupils, in order that the personal surroundings and influence of each may be known, and the teacher, thus, by being better posted, be in a better condition to meet each individual case as it is presented. The old fashioned way of "boarding round," while probably not to be coveted by any, has doubtless enabled many teachers to meet difficult matters successfully, which otherwise might have given greater inconvenience than the variety of diet, sleeping arrangement, bedfellows, etc., etc. I certainly would not advocate

the return to any such,— I was going to say barbarous practice,— but like all eclectics, I would take that part of it which was good, and leave out the bad. No doubt, to visit all the families, having children in each department, would take much time; but the increased interest, I think, would amply repay the wear and tear of shoe leather, to say nothing of the saving of nervous force in the school-room. If unable to visit all, I should certainly say visit those who gave most trouble and annoyance.

Lastly, though by no means leastly, I would say, consistency. Consistency is said to be a jewel, and there are probably no people better able to judge of this, than the children and youth in our schools. How eagerly they watch, and how easily detect, any of the little crookednesses, of which humanity has such an abundant store ; and a single act of injustice will never be forgotten. How some of them do try the teacher's patience, by developing all the inbred mischief of total depravity, and yet how ready to respect the master, who is not only master of them, but of self, and treats them fairly and justly. But respect once gone, and teaching will be found up-hill work. Josh Billings has said: "In order to train up a child in the way he should go, it is advisable for the trainer to go that way first," and I think I am safe in saying, that there is no one thing about which the teacher should be more careful, than the teacher's own conduct, not only when in school but everywhere.

In conclusion, I would add, that the teacher should be original. All the good qualities of others should be appropriated and made the teacher's *own*. Strive not to be some other person, but let your own individuality shine out in all you do, not in egotism, but in self conscious ability to meet every emergency which may arise. David could not go out in Saul's armor, but the pebbles from the brook in his practical hand were of more effect than the great broad-sword of Saul would have been. And teachers should use their own natural abilities to their fullest extent, not however, refusing to be taught, but, as said before, gathering all and making all the teacher's own.

Perhaps it may be that you who are here this afternoon may not think as I do, on this subject; but be that as it may, I can only say with the school-committee-man whom the poet has made immortal —"Them's *my* sentiments."

SELECTED.

HOMELY TALKS WITH YOUNG TEACHERS.

BY MRS. D. B. WELLS, FORT WAYNE, IND.

Two ends to every school-room,— the teacher-end and the scholar end! As the one, so the other; with so few exceptions that it may almost be said to be a universal rule. Theoretically all teachers of any experience recognize and act upon it; practically many, if not most, of us fail to comprehend its broad, far reaching bearing upon every day's work in the school-room. I have never spoken of this truth in its generality to any teacher, young or old, with or without experience, but the reply has been, with some quiet compassion for my old fogyism, "Oh, certainly! of course! certainly!" or in kind. But I have been in many school-rooms where the small, practical details of this truth were absolutely and continuously ignored or unknown by the teacher. It is a pretty generalization, which every teacher understands to be a "main plank" in an orthodox creed; but its applications are often as vague and wandering as were the ideas of a student who lately defined "monstrosity" to be "that portion of the earth's surface relating to latitude and longitude."

Let me briefly note some of these applications, as they come under my daily care and notice, premising that I have grown into knowledge of these details through personal work, and observation of others for more years than it would be prudent to state. And if they seem old and trite, and you feel yourself far beyond the need of so homely a talk, I shall only rejoice, because it will prove how fast you have grown, and how worthy you are of your work and your reward.

You do not like tardy scholars. I do not blame you. If ever there was a thorn in the flesh of a teacher, it is tardiness; parents and grandparents with their "good old times" to the contrary. Another time I hope to talk with you about this evil at the *other* end, but just now, how about *your* end? I take it for granted you are habitually and determinedly at your school-room at the required time. Not to be so is too gross a violation of main principles to be

considered. But this is not your only opportunity of displaying this virtue. Do you punctually observe the times of your recitations and class, as well at closing as at beginning? I do not believe in cast-iron programs; but I also do not believe in getting so interested (?) as habitually to close a recitation five or ten minutes behind time. Particularly is this obnoxious, if in any way your movements control those of others. When you promise to help a pupil at a given time, or agree to attend to any want, do you make it a point punctually to be ready to redeem your promise? At all times of dismissal, are you ready with your school just to the minute? There is a time to end, as well as a time to begin, and punctuality in the one is as important as in the other. Are your various reports, few or many, ready at the time your principal or superintendent desires them? Remember, you may be as exasperating to your superior officer in this matter of punctuality, as your children are to you.

How many precepts of politeness are taught to the scholar-end that are not practiced at the teacher-end? Very much fun is made now-a-days of teaching "Manners and Morals." It is the fashion in certain quarters to ridicule the idea, as savoring too much of "Turvey-drop-ism." But gradually and powerfully a reaction is coming, and wise men and educators are even now urging the use of a text-book upon these very subjects. Meanwhile teachers are practically settling the question for themselves. Some are doing excellent work; some are veneering the surface; others are producing formalists, somewhat laughable. I was in a school not long since, where the magic formula, "Excuse me," had been so thoroughly indoctrinated that, like charity, it covered "a multitude of sins." Let us have all the pretty forms of speech, but let us remember that each finds the strongest exponent of its meaning to the pupil in the practices of the teacher.

When you ask favors,—the innumerable little favors of a schoolroom, of your pupils, use the same form of words, the same manner, and, above all, the same tone of voice with which you would ask a favor of a friend in that friend's drawing-room. Oh, if teachers would but analyze the tones of their voices when with their pupils! I sometimes think that in this one thing alone lies all the difference between a good and a poor teacher, small as it may seem.

No matter if the form of the words be all right; if the tone be hard, or cold, or indifferent, the whole effect of the polite formula is lost. Do not take your favor for granted, as your right; make your voice tell that the privilege of refusing rests with the pupil, and that, therefore, you need to *ask* to be served. Use the smiles of your voice, as well as of your lips. And be really, truly *obliged* when the slight service has been rendered you. Beware of letting one such service escape your notice. If you expect of your pupils courteous attention to your words, do you give to them a like courteous attention at all proper times and places?

I have been especially disturbed at the manner in which I have heard teachers correct faults of speech in their pupils, who had gathered around them at recess, or out of school-hours. Children are sensitive to correction of their blunders, their grammatical errors and inelegancies of speech, when their comrades are listening and observing. It is not courteous for a teacher to interrupt, even for so laudable a purpose as a needed correction. Far wiser, far more courteous, and far more apt to produce the desired result is it, if the correction be deferred to some immediate, quiet opportunity. I do not know of a surer way to win a certain class of hard, rough boys than this gentle courtesy, reaching to the minutest particulars, and emanating from a truly courteous heart. I believe it is Sidney Smith who says of politeness, "It is like an air-cushion; there may be nothing in it, but it eases the jolts of life wonderfully," and it will ease the jolts of the school-room as well.

Another one of these little details,— very little, I have no doubt you are calling them,— is the orderliness and cleanliness of the teacher-end; duties which have a strange sound in such a connection, and which some may almost deem me impertinent to mention. But this is a homely talk on homely subjects, and I have seen the need of warning teachers even in these matters. I know a teacher who, every night, leaves her records, her desk, her room, in such order as the thought, "I may not be here to-morrow," suggests. When a substitute does need to enter her room, I do not fear to open her desk, in any of its compartments, to the inspection of a stranger. Her program is plainly written and fastened upon the under lid of the desk; her reference and record books are neatly and compactly bestowed in the least amount of space; her register

of attendance is correctly dated, and free from blot or scratch. There are no ink-stains and splashes on her desk or her platform; a neat little minute of lessons already assigned for the morrow is left in her desk, together with the names of hall, cloak, slate, or pencil monitors. It is a pleasure to sense of relief depicted in the pace of a substitute because of the plain mapping-out of the work to be done. I always know, when I meet that teacher, that she will be wearing just the cleanest and tidiest and tastiest of neck and wrist furnishings, yet often of the simplest and plainest. There is more than just the *look* of it involved in wearing in the school-room soiled collars, soiled cuffs, soiled, mussy ribbons and laces, or a soiled handkerchief. No such thing is "good enough for school." Wear them at home, if you will, or out to evening entertainments; they will only harm *you*, perhaps, in such places. But in the school-room shrink from these "unclean things" as breeders of the like in your children. Let fresh collar or lace, fresh cuffs, a fresh handkerchief, be essentials in the morning preparation for the day's duties.

We all know the old story of Prof. Agassiz, the fish, and the young student. Just so will the vocation "wherewith we are called" reveal itself to us in its beauty, its possibilities, as we study it and grow in it. But first we must master its details, its drudgery, if you will; and it is to such as often find it drudgery that this talk of primitive principles is addressed, with the hope that gradually we may together climb higher.—*Journal of Education.*

SOME PRACTICAL ARITHMETIC.

I have quit the profession. They expect too much of teachers in California, especially in some of these back country districts, to suit me — John Greely. I had always prided myself on my skill in arithmetic, and I can work every example in Robinson's Practical; but it was on the rock of arithmetic I got shipwrecked.

I taught in Simi District, Ventura County, and the settlers there, it seems always depend on the school-master to reckon their accounts. Now it looks as if it would be easy enough to make a settlement between two men, neither of whom can figure out the right answer; but let me tell you one thing, such folks will guess closer

to the answer than most people can figure out, especially school-teachers. They just say, "It ought to be about so and so," and all figures in the world won't make them think differently.

The 1st of November in California is like the 1st of May back east, for all the renters move and settle up on that day; and so during the last week of October the folks began to come to me with the most outlandish examples you ever saw.

It's all very well to talk about giving the children practical examples, but I don't want any more practical examples given to me.

Jo Green came first, and said he wanted me to do a bit of figger-in' for him.

"Certainly, Mr. Green," I replied, feeling somewhat important with the knowledge within me, and ready to pour forth freely a bountiful supply to all who asked. "Very happy to oblige you, Mr. Green."

Green buys hogs, and he had a book full of figures that were "drafts of hogs," he called them; and he wanted me to add them up, and take out a box weighing 168 pounds, and see what they came to at $5\frac{3}{8}$ cents a pound.

Now, how was I to know that box ought to come out as many times as there were drafts of hogs? And it was real mean of Green, (who suspicioned my answers wasn't right, and got another man to do it and hunt out my mistake) to go and report that I was fool enough to think that 750 hogs could all be weighed at once in a box six or seven feet square.

Then Woods wanted me to figure how many tons of hay in a stack 26 feet long, 17 feet wide, and about 13 feet high. I told him I wasn't good at guessing on the weight of a stack of hay, but if it was that stack near his house, there was about 20 tons in it I had heard Farmer Owen say, and he had handled and baled enough hay so that he could guess closer than I could figure. Woods went off and reported that I must have got my certificate in some queer way, if I couldn't figure up a little stack of hay. I afterwards learned from my landlord that eight feet every way was a ton of hay; but that is'nt in the arithmetics, and I can't see why I should be expected to know more than the arithmetic.

The next day a chap came along with some loose hay on a wagon,

he pulls a two-foot rule out of his pocket, and asks me to weigh his hay for him. The load was 12¾ feet by 10 feet by 8 feet (I guessed a little in averaging it), and I took my new-found learning, and told him there was almost exactly two tons there. He told me I was greener than the hay had ever been if I thought there was more than a ton of hay upon that wagon. How was I to know that *loose* hay was ten feet each way to the ton. That chap will never believe after this that I am good at figures.

Then Mr. Granger came along with his four-horse wagon-box full of ears of corn, which he wanted weighed. He said his corn was A No. 1, and he wanted to know what to pay per load. I thought I was able for this example, so I measured his box 15 by 4 feet 6 inches wide, and 3 feet deep with the side-boards. I reduced these to inches, multiplied them together, divided by 2150.42 to get it to bushels, and then multiplied 52 pounds to the bushel, according to the California statute law. Now isn't that what you would have done? He shook his head when I told him my answer, which I carried out to the hundredth part of a pound; and I swore if the answer wasn't right to a pound, I would eat the whole load. Granger seized his scoop-shovel, and told me to open my mouth, for he vowed he could throw a ton and a half down my throat, and have as much left as he wanted to pay for.

It then flashed across me that I hadn't made any allowance for the cobs, but had figured on shelled corn. My reputation was gone with Granger; and he was buying his corn of my school directors, and I knew he would inform on me at headquarters.

That night I asked my landlord how they measured corn on the ear in Ventura County, and he said that real good corn shelled about 25 pounds to the cubic foot, while corn that was not so good shelled 24 or 23 pounds, and they sold from 4 cubic feet to 4½ cubic feet for a cental, just as they could agree about the quality of the corn.

But the district clerk put the last feather that broke my educational back. "Jones is to haul some wood to the school-house tomorrow," the clerk told me, "and he will want to overcharge us if we don't measure it after him. I can't come down myself, so you measure it, and send me word how much there is, as Jones wants his pay right off." I measured the wood, and Jones took my figures without a murmur, and got his money.

Now, in San Diego County, where I once taught, *two* tiers of stove-wood eight feet long and four feet high made a cord; but in Ventura, as I have since learned, they sell *three* tiers to the cord, and the clerk vowed I should pay for the surplus that Jones had received above what was really due him.

He was terribly offensive in his talk; and when he said Simi District had no use for a teacher who could not measure a little pile of wood, hay, or corn, or add up a lot of hogs straight, I resigned on the spot.

As I was packing up the next morning, a fellow came to know how many shakes he must buy to put a shed-roof on a house 25 feet by 10, and I came pretty near getting into a muss by telling him to go to a place where they don't use shake roofs.

P. S. Tucked away in my memorandum book is a nice little account that I promised to straighten out at my leisure. It is a practical example in partnership, and the figures were painfully got at after two hours' actual work.—CHARLES M. DRAKE, in *Pacific Journal.*

PHYSIOLOGY IN OUR COMMON SCHOOLS.

BY CHARLES N. COOPER, M. D.

Many of the recent State gatherings of our educators have been unusually full of interest and profit. Physical culture, normal schools, compulsory education, and other topics of equal importance, received the attention they deserve. So far as I can learn, nothing was done toward the introduction of physiology into our schools. In those States which have placed this among their textbooks comparatively little attention is paid to its study. Probably not one in ten of our public school teachers have ever learned more than the alphabet, if even that, of this important branch of science. I have grave doubts as to whether this ratio of our academy and college professors taken together have very lucid ideas of how wonderfully they are made, or what are the functions of many of the organs of the body. The study of all the natural sciences is interesting to most minds, but to me there is none more pleasing than that of physiology.

A week spent in the study of the ear is not time lost if it give a clear conception of the beautiful apparatus through which the brain is able to perceive and distinguish sounds. However high or low the note, however soft or loud the tone, whatever the modulations of the voice, the normal healthy ear is always a trusty medium of communication to the brain. The position of the eye, its means of protection, its wonderful internal construction, so delicate, yet so perfect, and in every way adapted to that for which it was designed, all clearly indicate that One wiser than man planned it, and that a more cunning workman than man made it.

Throughout the body we see the highest degree of wisdom and skill manifested. There is perfect adaptation of every part to its functions. Notwithstanding all this, the majority of the people of our enlightened land in this advanced age are as ignorant of their bodies as of the great Corliss engine which was at once the wonder and admiration of all beholders at our late Exposition. They knew it was supplied with water and fuel, that in the consumption of these steam was generated, that power was conveyed in some way throughout that vast hall which caused every connected piece of machinery to move as by life or magic. They knew that as long as the engine was fed and worked properly and all the connections were perfect, there was perfect action, but so soon as this central power ceased to impart its apparent life-force, every machine was silent and powerless. As to their bodies, they eat and drink, and know that in some way a certain life-fluid is generated, that this is forced to all parts of the body, giving vitality and power of action. They know that as long as this life-force is generated, conveyed and properly appropriated, there is life and health, but so soon as the heart ceases to throb, there is death-silence in all members. This is all they seem to know or care about it. Yet there is no invention of man, however beautiful and intricate in design, however perfect in construction or complete in action, that will bear comparison with the human body. To-day we admire a splendid machine which shows a wonderful breadth of mind and grasp of thought in its designer. We call it perfect. Within two years, or three at most, it will be so much improved as to require a new patent. He who fashioned the human body pronounced the

work good, and during these thousands of years no improvement has been found necessary or possible.

The farmer who buys a new machine deems it necessary to understand all its workings, how he must use it to get the greatest profit from it, and how he may best preserve it from wear, rust, and decay. He is careful to conform to all the rules laid down to accomplish these ends. All this time his body is suffering from neglect and ignorance. When he should be at the summit of life he finds himself half-way down the western slope, or perhaps just entering the valley, or, what is worse, that he has out-lived his usefulness. He looks back now with regret and says, "If I had only known." Through ignorance of the laws of his being he has lost years of mature judgment and hard-earned knowledge, in which he might have accomplished so much for himself, his family, and the world. What an army of women, who have scarce reached their score and ten, are to-day reaping a painful harvest of ignorance and indiscretion. Nature's laws may seem flexible for a time, and be triflingly set aside, but we may not break them with impunity. The penalty may be delayed, but if so, it will come with added rigor. A broken-down human body is not easily renovated. You may patch it with drugs and elixirs, or brace it with artificial stimulants, yet it is old, whatever the number of its years, and you cannot rejuvenate it.

I would not speak a word against anything now in the curriculum of the common schools, but plead that physiology may have its proper place there. Encourage the girls to cultivate their taste for music and art as thoroughly as they may wish or be able, but do not send them from the home roof where a mother's experience, sad it may be, compensates a little for their ignorance, till they have learned some of the laws of their being and the necessity of keeping them inviolate. There is no reason why our children must grow up and go out into the world utterly ignorant of the different organs of their bodies, and the work they are meant to perform. Any school-boy will tell you why the Mississippi River runs south instead of north, but few college seniors can say why the head may not long retain the dependent position as well as the feet. The average scholar may tell you how long it takes light to come from the sun to the earth, but his teacher is beyond the average if he

knows how long it takes the blood to pass from his hand to his foot. The back-woods boy, ignorant of letters, will tell you at once whether the stick you pick up grew in a maple tree or an ash, but the most advanced scholar in school will be puzzled to say whether the rib you show him is the bone of a sheep or a man, and his teacher will be quite as slow to inform you whether that vertebra belonged originally to a horse or a human being.

It is as much the aim of every true physician to prevent disease as to cure it. The prevailing ignorance of the masses with reference to physiological laws and the demands of the human system, greatly cripples his efforts in this direction. Many people reject the advice of an educated physician for the loud-sounding phrases of a brazen-faced but ignorant charlatan. Not long ago, one of these in the guise of an oculist wisely informed a patient that he was suffering from cataract of the *os calcis*. The merest tyro in physiology would have known that article to be located in the heel and not in the eye, yet the best surgeon in the country could not convince the man that the oculist was a rogue. Physiology is second to none of the higher branches now taught in our common schools, and I am persuaded that its careful study would greatly tend to lessen disease and consequent misery. Let me urge upon the educators of our land a careful consideration of this subject.

SCHOOL EXERCISES.

We make this quotation from a distinguished writer on education, for the purpose of emphasizing its truth:

"School exercises should give pleasure. Whatever, as a general principle, gives pleasure to children, always serves to promote their development in some way. This statement is not only the enunciation of a great truth, but one entirely antagonistic to the old system of education which held that 'study is valuable in proportion as it is distasteful, and that culture is to be sought in thwarting rather than in gratifying natural inclinations.' The converse of this proposition is also true: Whatever is distasteful to children generally, and whatever is performed as mere task work, is of but little worth in promoting the development of the child. Much of the work which forms the staple of school instruction at the pres-

ent day is of this character. Reading lessons that children cannot comprehend; memorizing the words of a text-book; beginning a subject by learning definitions, instead of facts; premature study of grammar; the reasoning processes of arithmetic at too early a period; spelling and defining words largely in advance of their use, are all illustrations of this distasteful work, and examples of waste both of time and effort."

There is little doubt that the secret of the dislike for school shown by many pupils lies just here — in the distasteful work required by their teachers, or the manner in which work is made distasteful. Scores of children leave school as soon as the grammar course is finished — sometimes before — and hundreds of others would leave if they could, because there is no charm in school work — no real pleasure — no love for books begotten — no fascination for the soul.

Now the teacher may not be responsible for all of this. Home-life, tastes, habits and desires inherited, school manuals, arbitrary rules of boards, and trustees, or superintendents, etc., etc., come in for their share. Still the grammar school teachers ought to be able to correct some of these things. I think it properly belongs to teachers to dictate and control many reforms that should be made. They cannot control the home-life, perhaps, or inherited desires and tastes and habits; but the most intelligent, most prudent, and the most active and advanced grammar-school teachers of both sexes should combine to make a power that should be felt in reforming manuals and arranging courses of study that should carry wisdom on their face.

After all, the teacher, the living teacher, is to control the child in great degree — is to shape his course — to lead him on to love books and study — or not. If the teacher does not do this — neglects it — and only dictates, and demands tasks of the pupil; punishing always, if tasks are not learned; never even pretending to at all shape the future — still it is done, unconsciously, perhaps, but done, nevertheless, and the child leaves school and takes the path into which it has been driven because school was not made attractive. I have personally known many pupils who have left school solely because study was made distasteful, or not made pleasant.

I have occasion to remember one teacher in particular, who I feel certain is responsible for scores of pupils leaving school before their advanced course was finished. I meet teachers now, whose course daily in the school-room is such that pupils are not drawn to school by their influence, and if that were the only tie, they would leave. I admit that it is a very difficult thing to throw charms about studies that are prescribed by some cast-iron manual, which leaves no play-room for teacher or pupil, deviation from which, or from the examinations of some inflexible board, subjects the victim to proscription, to loss of position, to prospective starvation.

And the "Manuals" prescribe exactly the things which form the "staple of school instruction" above quoted. The authors are to be held responsible for their work, I trust, if there is any such thing as a judgment day for such work. But there must be law, and law is adamant. Its province is to thunder. Still mercy can exist at the same time — Portia with the pound of flesh. She brings hope; and the true teacher — the one of a thousand — the good angel of the school-room — is to play upon that dark pathway with the celestial radiance of her soul — to throw prismatic light all over it, if there be any way possible — to kindle beacon-fires of hope on every point that it is possible to scale, and so lead her little band of workers by her magnetism and cheerfulness through the Sloughs of Despond — by the Lions — past Giant Despair, onward and upward toward the summit where stands "The House Beautiful."—*Ex.*

WRONG METHODS OF TEACHING GEOGRAPHY.

Prof. Chas. F. King, of the Lewis School, Boston, thus lays before the readers of the *N. E. Journal of Education* the following details of "how not to do it" in teaching geography:

I. *The Text-Book System.*— The poor teaching of geography, and the wretched results so frequently obtained, can, in nine cases out of ten, be traced to the exclusive employment of text-book. This slavish following of the book, both in precise order of subjects and in its entirety, was perhaps more common twenty-five years ago than to-day. Some teachers have emancipated themselves, and are

happy in their freedom. This method made it very easy for the teachers as far as instruction went, and very hard for the children. Result — most scholars came to dislike geography more than any other study. Since then text-books have improved, and scholars using the better books are so much the better taught. Methods of teaching, however, have improved more than text-books, and still hundreds of teachers are assigning lesssons on the old plan, and reaping the old harvest of unsatisfactory results. The principal of a grammar school in this State recently assigned to his graduating class for a home-lesson three pages of the text-book, containing descriptions and map questions in reference to nine of the Central States. The scholars were told "to learn carefully the entire lesson." To do so required them to learn the answers to 287 questions. Many of the statements were no more interesting to a Massachusetts boy than the following, which is one of the 287 answers: "Fond du Lac, Oshkosh, Racine, and Janesville are thriving towns." These are some of the questions: "Keweenaw Bay is a part of what lake?" "Where is Kaskaskia situated?" We are afraid such extreme foolishness and such cruelty are not uncommon.

In Germany we understand the only text-book used in geography is the atlas, the teacher supplying orally all the necessary information. With superior teachers such a method has many advantages; but, in most schools, a good text-book is a great blessing to teachers and scholars. A fact stated in a text-book is just as important and useful as if stated orally by the teacher, and much time and strength has been saved to both parties. But geographical facts seem dead to an ordinary child when met with for the first time on the printed page, unless the living teacher breathes into them the breath of life by related incident, explanation, anecdote, comparison, or topical arrangement. The judicious use of a good text-book we believe to be better than the German method.

1. *Unnecessary memorizing is a prominent mistake in the text-book method.*— When scholars are asked to commit to memory page after page of dry, uninteresting descriptions, bare statistics, and the locality of thousands of places unassociated with events or persons, the work is exceedingly irksome. It is about as pleasant and profitable as it would be for a teacher to memorize page after page of *Webster's Dictionary*. No teacher ever asked scholars to learn

the dictionary by heart, and yet our geographies are to the young mind what a dictionary is to an adult mind,— a collection of jejune facts, sometimes bound up with pictures, valuable for reference, but neither attractive to read nor to memorize. When the scholar has committed to memory all these facts found in most geographies, of what use will two-thirds of them ever be to him? The *main* facts of geography must be learned, but there is a vast saving of time and force when the teacher remembers that two associated facts are much more easily remembered than one isolated fact.

2. The second mistake consists in requiring scholars to learn largely from the questions given in the text-book. Scholars taught in this way do not learn to observe and think for themselves. Ask these scholars some practical, common-sense question, as, Why New Orleans is situated near the mouth of the Mississippi? or, How bananas grow? and they are dumb-founded. A class taught by this method was recently asked, if there was any current in a river. Only one boy knew, and he said, "No." In following the printed questions the scholars rely upon them, and do not learn to talk or write connectedly about a subject.

3. The third mistake is in making maps and map-questions too prominent. In some schools the chief end of geographical study seems to be to acquire facility in drawing maps. This is making a means an end. Scholars are to be taught *through* the map, and not *for the sake* of the map. Asking too many map-questions is a more frequent mistake. One geography (medium size) in our possession contains 790 map-questions upon Europe, and only 227 questions on the descriptive part. Another, by a different author, a revised edition, contains 680 map-questions in Europe.

A teacher near Boston recently asked his second class, in the course of four monthly examinations upon Europe, 450 map-questions. Few of these localities remain fixed in the child's mind. How much wiser for the teacher to spend one-sixth as much time on locality, and more on surface, climate, commerce, routes of travel, manners and customs, works of art, education, and literature. Locality must be taught to some extent by itself, but, as far as possible, it should be taught through association. When pupils become interested in an event, a person, or a remarkable phenomenon, they easily remember the locality mentioned. The narrative of the

"Jeannette" fixes in mind the locality of the New Siberia Islands and the Lena Delta.

II. *The Cramming Method* is just as vicious in geography as it is in any other study, and for the same reasons. Isolated, disconnected facts are taught without regard to cause and effect, or order of arrangement. The teacher, instead of studying *Guyot* and *Ritter*, studies old examination-papers. The end and object of study seems to the scholar to be, not to learn for the sake of knowledge, but for the sake of passing certain examinations.

III. The last and worst method of all is the *No Study Method.* Although beginners in this study should be taught orally, shown pictures, and taken on imaginary journeys, they should have something to learn, to remember, and to recite. Many teachers believe that geography (and spelling) can be taught without preparation on the part of the teacher. The usual poor results obtained in this way are its condemnation. Let a teacher make a thorough study of some country like Australia, and then notice what a difference will ma ke in the pleasure of teaching and the interest awakened among the scholars.

PLANTS CAUGHT NAPPING.

As we come to be more intimate with plants and know all about their doings and see into their daily lives, we continue to find things which remind us of animals. Plants, we already know, eat and drink and breathe and move. Besides these things, they sleep; and they must get their sleep regularly, or they loose their health completely.

People can sleep where there is a light in the room; hardly so sweetly and soundly, I think, as they can in the darkness; still they can go to sleep in the light. But plants can not. Until the darkness comes they go on working and working, no matter how tired they are, till the plucky little creatures drop in harness and die. The work they do is to separate the poisonous carbonic acid gas of the air into two useful things — carbon for themselves, and oxygen to keep people and animals alive. But they need rest as much as you or I do. Working night and day is too much of a strain, and finally their health breaks down. and they die.

Many plants are not contented merely to stop working. That does not give them the rest they need. The leaves want to lie down or hug close to each other in order to sleep comfortably, and rise refreshed. If you notice carefully a spray of locust leaves, for instance, by daylight, you will see the leaves all spread abroad to catch the light and the breeze. The thousand little mouths are open, breathing in the air. One evening, after it had grown dark, I went out. There was light enough for me to see, but not enough to wake the locust leaves. There they lay, hugged up to keep warm, their little mouths pressed close against each other.

It may seem as wonderful to you as it did to me, when I first learned it, that all your lives the plants and trees around you had been going to sleep and cuddling up in this way, and you had never noticed it or known it. When you think of it, it is not really so strange, for most of the time that the leaves are asleep you are asleep too, and any light which under ordinary circumstances would show them to you would keep them from going to sleep. In order to see these sleeping leaves you would have to take a lantern and go out after it was dark, and examine sprays which you had particularly examined by day, to see just the difference.

The young leaves, like young babies, sleep most, and cuddle up closer than the older ones do. I examined a great many plants, and found no very common plant more intesesting than the locust tree. Some wistaria leaves, especially the young shoots, not only close up but turn over on their stems, to get their rest.

The most remarkable plant of all that I examined was a mimosa-tree, or sensitive plant. This tree, however, grows full thirty feet high. You can sit and watch the branches against the evening sky, and as the evening twilight falls, the entire tree seems to be thinning out until it looks as if the season had gone backward, and we were looking at the tree in its early spring dress of delicate sprays.

It sometimes happens that plants which usually close their leaves when they sleep are very heavily shaded during the day. When this is the case they do not seem to be much affected by the darkness of the night, and do not change the position of their leaves. It would seem as if they had been half asleep all day, and so had spoiled their night's rest. Darwin tells us of a plant which he

says he watched carefully, and for two nights after having been violently shaken by the wind it did not cuddle down to sleep. It was probably too much excited to rest properly.

Some plants will go to sleep if they can make themselves comfortable, while if they are very much chilled by exposure to the cold night air they will not make a sleep movement. There is something almost human in all these freaks of wakefulness in the plant world.

In some plants the leaves stand up to go to sleep, as horses do; in others they droop down, or lie close to each other like little children. One kind of clover which has a yellow blossom sleeps very curiously; it has, as of course you know, three leaflets on each stalk. Each of the three twists itself around through the quarter of a circle, turning one of the side edges to the sky. Two of the leaflets — the side ones — face toward the north, one a little to the east of north, the other a little to the west. The middle leaflet turns sometimes eastward, sometimes westward; in doing this it twists itself over so as to protect its own upper surface and one of the other leaflets at the same time. The common white clover also sleeps very curiously.

When leaves get sleepy they do not sink steadily and quietly down. There is nobody to take them and lay them down to sleep when they feel drowsy, so they go off by themselves in a slow sort of nodding motion.

The cause or all these movements is the shifting of water from cell to cell, but the reason for them is the same which makes two little children sleeping side by side draw closer together when they feel chilly, and nestle down together in the bed. The warmth of their bodies then is not lost, but passes from one to the other.—*Sophie B. Herrick, in Harper's Young People.*

DISCIPLINE OF THE IMPULSES.

Under the title "Slave or Master" the editor of *The Century* makes an appeal for the better training of the young in subordination and self control. We quote some paragraphs from this article which we endorse as a true and timely one. We think, indeed, that the evil of self indulgence against which it protests, is far

more widespread than the author implies. It is by no means confined to the irreligious parts of the community, to socialistic agitators, or stump speakers against religion. It thrives in the slums no doubt, and makes the great untaught mass of humanity a far more dangerous element than ever before, but this is largely due to the fact that the classes above offer no example or testimony for the old fashioned virtues of self-denial and self-control. We do not wish to state the case too strongly, but this fact has been brought home to us many times by very striking instances. In homes of intelligent, christian parents, who really wish to bring up their children in the ways of right living, we have been simply shocked, again and again, at the license allowed to the caprices and utterly selfish impulses of the children. These untaught wills, which should have been kept in due subordination to the mature judgment of elders, until they had learned the virtue of self-control, were accepted as the sole guide of the children, and as an imperious law to which even the elders must bow. The unfortunate fruits of this parental folly are found not only in a wide juvenile depravity, but in a yet more degraded, and utterly unprincipled maturity. This is what the article referred to says of this false principle:

"A doctrine that denies free will, and makes of man only a bundle of appetites and impulses and propensities whose law is in themselves, destroys not only religion and morality, it destroys also the foundations of education, and makes discipline a solecism. A logical deduction from it is the notion that pupils should study only what they like to study, and when they like to study; and that children should do only what they like to do, and when they like to do it. Modern theories of education are tinged by this notion; it finds place in the regimen of the home and the curriculum of the university. The popular lecturer who criticises the Old Testament with the fairness, erudition and wit of a stump-speaker, sneers at the old-fashioned notions of obedience and discipline; says that children ought to follow nature in the formation of their habits; and his audiences applaud the sentiment. It does not take such ideas long to filter down through all the strata of society, and thus to affect, in many ways, the conduct of old and young. Do we not note an increasing tendency to depend on moods and impulses? 'I don't feel like work,' is often proclaimed as the sufficient excu

for idleness. Disrelish for any particular pursuit is mentioned as ample reason for abandoning it. Even the paupers who beg at your door justify their failure to find employment by telling you that the labor offered them is not congenial.

Of course this plea has always been made, and, so long as the original sin of indolence continues to be so deeply rooted in human nature, it will be made; but it seems that now this vice of human nature is to be well-nigh elevated into the rule of life.

It is a pestilent notion. In it lurks the disorganizing force by which characters and communities are undermined and ruined. There never was a strong character that was not made strong by the discipline of the will; there never was a strong people that did not rank subordination and discipline among the signal virtues. Subjection to moods is the mark of deteriorating morality. There is no baser servitude than that of the man whose caprices are his masters, and a nation composed of such men could not long preserve its liberties.

This is a truth that the young must lay to heart. It will be a sorry day for this world, and for all the people in it, when everybody makes his moods his masters, and does nothing but what he is inclined to do. The need of training the will to the performance of work that is distasteful; of making the impulses serve, instead of allowing them to rule, the higher reason; of subjugating the moods instead of being subjugated by them, lies at the very foundation of character. It is possible to learn to fix the wandering thought, to compel the reluctant mental energy, to concentrate the power upon the performance of a task to which there is no inclination. Until this victory has been gained, life holds no sure promise; the achievement of conquest is the condition of future success. No matter how splendid may be the natural gifts, unless there is a will that can marshal and command them, the life is sure to be a failure."

NORMAL INSTITUTES.

Already preparations are being made for the instruction of teachers in the counties; and more will probably be done in 1883 than has been in any previous year. It is estimated that not less than 75,000 attended the various institutes in 1882; some put the num- as high as 100,000. It is an opportunity for great good. If all

the institutes were directed by enlightened skill vast results might be expected. But such is not the case.

To gather the teachers of a county for one, two, three or four weeks, and "drill" them on arithmetic, etc., does not make a "teachers' institute" of the gathering. The Good Book says where two or three are met in *His name*, He meets with them — a church is really constituted for the time being. So the gathering of teachers to be a "teachers' institute" must have the real spirit of education present; there must be an earnest desire to advance in ability to benefit morally and mentally the growing generation; and there must be appropriate means employed to reach the desired ends.

1. Those who assemble should possess the spirit of teachers — the spirit of helpfulness.

2. They should be morally and mentally ready to receive the instruction that is given.

3. The instruction should be that which will help them to teach. It is often such as fits them quite as much for the trades, the shops, or the stores.

4. The one who teaches them should understand education practically and theoretically.

5. To learn the art of teaching the teachers must teach, hence classes must be daily taught by those who would learn teaching.

6. Instruction in the various studies to a limited extent will be given.

7. Instruction in the best methods of teaching should be given — *based on principles.*

It must be admitted that these common sense requirements are not lived up to. From all over the country comes the cry — "Where shall I go to learn to teach? I have taught for years; I do not teach as well as it can be done; I went to the —— institute, but it was of no use whatever. Where shall I go?

This is a serious matter; where shall we send those who ask directions? Where in New York, Pennsylvania, Ohio, Indiana, etc., is a place where a teacher can spend four weeks and go away satisfied?

We are certain that many of the so-called "institutes" are not such, for the reason that those who are in charge of them do not understand education at all. Many county officers conscious of

their own inability, secure the services of the best men they can find, others for the sake of the little money that will be paid run them themselves.

Our counsel is that the county officers determine to have a real *educational* school, and to draw to it solely on the ground that it will impart a knowledge of *education*, just as a medical school would impart a knowledge of medicine. The general work should be of four kinds; and supposing four hours be employed by the instructor, he would devote them as follows, viz.—One hour to,

1. Academical work, arithmetic, etc.
2. Art of Teaching (actual class).
2. Science of Education.
4. General subjects.

Besides these, singing, gymnastics, drawing would consume an hour at least.

An Institute will need at least two instructors—one to take subjects (1) and (4), the other, subjects (2) and (3). Both of these men should spend months in getting ready. Then there are in every State men and women of ideas teaching in the schools, who could be obtained for reasonable sums to do this kind of teaching. They should be sought out and urged to engage in this work; in this way the institutes could be managed somewhat as they should be.—*N. Y. School Journal.*

FITNESS FOR TEACHING.

Fitness for teaching involves two factors: natural aptness and acquired ability; under this last term is to be included the results of experience.

Poeta nascitur, non fit, is a general formula, *Poeta* standing for lawyer, merchant, physician, carpenter, teacher or farmer. Freely translated, the formula means this: Eminent success in any department of labor is conditioned on an innate predilection for it.

"Natural abilities are like natural plants, that need pruning by study."—*Bacon.*

Natural aptness for teaching is especially indicated by two qualities: the love of knowledge and governing ability.

He who is fond of knowledge and is conscious of possessing it, naturally desires to impart it to others.

A school must be brought under the teacher's control before it can be successfully instructed. For some, discipline is easy, because it is natural; for others, it is difficult or impossible, because it is unnatural.

No one can become a good teacher who is not a good student.

One chief purpose of instruction is to create and foster a zeal for study; but the teacher cannot impart a warmth that he does not feel.

The teacher's knowledge should comprehend much more than the subject-matter of his daily lessons; and constant acquisition should be a law of his life.

The good disciplinarian is one born to rule, one to whom has been given a marked degree of co-ordinating and executive ability.

The mind cannot be instructed unless it be in a fit attitude or posture; but children, especially in masses, will not voluntarily assume and keep this posture.

Order, promptness, and respect for the proprieties of life, are among the best fruits of good instruction; they are invaluable both as an end and as means.

Whatever be a teacher's natural ability, it should be supplemented and perfected by professional study.

Society may as properly require a preparatory training of the teacher, as of the lawyer, the physician or the divine; i t hasas clear a right in the first case as in the others, to protect itself from empiricism.

Professional teachers should be *men of science;* their power of prevision should enable them to construct wisely and well; and the power of revision, to reconstruct on a rational basis. This reconstructive ability should determine three things: existing defects; their cause and their cure.

Teaching is mainly an empirical art; many of its processes aimless, and many of its methods are irrational and absurb; it has scarcely an established principle, but its sources of ultimate appeal are tradition and authority.

Familiar examples of contradictory methods may be seen in Reading and Geography.

The general consequences of this empiricism are: waste of time, waste of material, and results poor in quantity and quality.

The teacher's professional preparation is rational method.

In point of mere learning, the teacher is not distinguishable from the scholar; for "The one exclusive sign that a man is thoroughly cognisant of anything, is that he is able to teach it."—ARISTOTLE.

It is not mere knowledge that forms the teacher, but knowledge methodically employed for predetermined ends.

There are two grades of professional preparation for teaching, corresponding to two well defined grades of professional work.

All who supervise the work of instruction require a knowledge of method as *based on law*, or method *with its explanation*.

For the greater number of teachers, all the professional preparation that can now be expected is dogmatical instruction in method.

Attendance on a good school is in itself a training in method.

To be the subject of a teacher's art, is to unconsciously learn his methods.

Training in a school of a given grade, may unfit for teaching in a school of a different grade.

Progressive self-improvement in method is the duty of every teacher.

The means of self-improvement are the following: the study of one's own practice with a view to its amendment; observing the methods of other teachers; the study of Educational Science through educational literature.

Technical preparation of the second grade may be made in normal schools.

It is held by some that academic instruction is an essential part of normal school training; that a teacher's knowledge should be of a different quality from that of a mere student.

Professional instruction in the principles of education and of teaching, is now given in some of the principal Universities of Great Britain and the United States.

By "Science of Teaching" is meant a compact body of doctrine, clearly defined, definitely enunciated; not loose discussions on Psychology, having only very general and remote bearing on the art of instruction.

The successful pursuit of this Science presupposes a considerable knowledge of Psychology and Logic ; some degree of the philosophical spirit ; and a mind already trained into habits of accurate thinking.— *From Payne's "Outlines of Educational Doctrine."*

SCHOOLS AND TEACHERS IN SWEDEN.

From an unofficial source it is stated that the Swedish school system has much to struggle against on account of the great distances from school to school, the houses, too, are often separated by mountains, lakes and woods; the severity of the long winter also works against constant school attendance. In Cisleithania, sixty-nine persons to a square kilometer is the average, while in Sweden only eleven persons are found in the same space. Comparing the different countries of the world, the average of children attending school or receiving an education is to each 1,000 inhabitants as follows: in Germany, 154; Sweden, 125 (adding private pupils and the higher institutions, 144); the United States, 124; France, the same; Belgium, also 124; England, 100; Holland, 91; Austria, 89; Italy, 70; Spain, 50; European Russia, 15.

To go back to Sweden, in the year 1879, there were 571,669 pupils in 9,260 public schools or educational institutions, or about 62 to a school. Still the country did not furnish a school-house or certificated teachers to such number. The best arrangement that could be made was to divide the public school into two divisions, namely, into schools for children of 8 to 10 years of age, the so-called "sma-skolov" or lowest grades, and then the grades above, or "folk-skolov." The elementary grades, for the smaller children, had 85 per cent. of the women teachers in 1879. The public schools had also 172 male and 210 female teachers for industrial training in the same year. The average pay of teachers in the elementary schools was 560 marks (23.8 cents to a mark) a year. In the country districts part pay was given in crops. After five years of teaching the annual salary reaches 675 marks. If a teacher serves for more than 8 months in a year he receives pay for extra months. Lodging and fire are free to teachers, also food for a cow, or 80 marks as an equivalent. The school has its piece

of land properly arranged for instruction in gardening, bee culture and arboriculture. As organist and leader of singing the teacher may add to his funds, so that with a patch of land, and the other aids to life mentioned above, the teacher gets along quite well with out a large salary. Each teacher receives at the end of 30 years' service, if he has attained his 55th year, a full pension which amounts to three-fourths his full salary. Still he can be pensioned after ten years of service:

THE RELIABLE MAN.

Of all the qualities that combine to form a good character, there is not one more important than reliability. Most emphatically is this truc of the character of a good business man. The word itself embraces both truth and honesty, and the reliable man must necessarily be truthful and honest. We see so much all around us that exhibits the absence of this crowning quality that we are tempted in our bilious moods, to deny its very existence. But there are, nevertheless, reliable men, men to be depended upon, to be trusted, in whom you may repose confidence, whose word is as good as their bond, and whose promise is performance. If any one of you know such a man, make him your friend. You can only do so, however, by assimilating his character.

The reliable man is a man of good judgment. He does not jump at conclusions. He is not a frivolous man. He is thoughtful. He turns over a subject in his mind and looks at it all around. He is not a partial or one-sided man. He sees through a thing. He is apt to be a reticent man. He does not have to talk a great deal. He is a moderate man, not only in habits of body, but also of mind. He is not a passionate man; if so by nature, he has overcome it. He is a sincere man, not a plotter or a schemer. He does not promise rashly. What he says may be relied on. He is a trustworthy man. You feel safe with your property or the administration of affairs in his hands. He is a watchful, vigilant man. You feel secure with his protection. He is a brave man, for his conclusions are logically deduced from the sure basis of truth, and he does not fear to maintain them. He is a good man, for no

one can be thoroughly honest and truthful without being good. Is such a quality attainable? Most assuredly so. It is not born, it is made. Character may be formed, therefore its component parts may be moulded to that formation. But this process should commence early in life in order to be eminently successful. No system of training for youth is complete without teaching habits of reliability. From this source arises one of the greatest advantages of practical business training for a boy, when it is properly conducted. During every step in the course of his instruction, he is forcibly reminded that the laws of success demand reliability, application, and persistence.—*Heald's College Journal.*

OFFICIAL DEPARTMENT.

TEACHERS' EXAMINATION FOR STATE CERTIFICATES, 1883.

I.

BOARD OF EXAMINERS.

The Board will consist of Pres J. W. Stearns, Whitewater; Supt. John Nagle, Manitowoc; and Prof. W. H. Beach, Beloit.

II.

The Board will meet at Madison, July 17, 1883, at 9 o'clock, A, M., and continue in session four days. The examination will be held in the senate chamber.

On Monday, July 23d, the Board will determine the standing of applicants and make report to the state superintendent.

III.

CHARACTER OF EXAMINATION.

For the limited (five years') state certificate, examination will be had in the branches required for a first grade county certificate, with the addition of English Literature and Mental Philosophy.

For the unlimited (life) state certificate, examination will be had in the branches required for limited state certificates, with the addition of Botany, Zoology, Geology, Political Economy and General History.

Seventy per cent. is the minimum average standard for *limited* certificate; and seventy-five for *unlimited.*

Seventy per cent. is the minimum standard for each of first grade branches, and sixty per cent. the minimum in English Literature, Mental Philosophy, Botany, Zoology, Geology, Political Economy, and General History.

The *limited* state certificate will ask for three terms of four months each of successful teaching.

The unlimited, nine terms of four months each.

Satisfactory testimonials of moral character will be required.

Applicants who fail in any of the branches as required, may for *limited* certificate present themselves, once in *one* year, for re-examination; and for the *unlimited*, once within *two* years after first examination.

In those branches in which they have passed, no re-examination will be required.

Stationery needed will be furnished by the board.

ROBERT GRAHAM, *State Superintendent*,

MADISON, April 18, 1883.

EDITORIAL.

THE change in the time of holding annual meetings in school districts from the first Monday in June to the first Monday in July, as provided by chapter 298, of the general laws of 1883, virtually destroys all the benefits sought to be derived by the act of 1882 in providing for holding such meetings in June, with very few compensating advantages.

By holding the meeting in June, newly elected members of the board entered upon service during the session of the school, and before the contracts with teachers expired. They were thus enabled to familiarize themselves with the merits of teachers, and the board was prepared to determine the question of renewing engagements with teachers promptly upon the expiration of their term of service. This was an advantage to teachers as well as school officers. School boards rarely negotiate with teachers until after the annual meeting is held and newly elected officers enter upon their duties, and thus it often occurs that no arrangements can be made until late in July, at the earliest. Holding the meeting while the teachers were present afforded opportunity for presenting the needs and conditions of the school to the assembled patrons, and enabled school officers to avail themselves of the assistance of teachers in making up the anuual report. June was also thought to be a more favorable time for holding the meeting than July, inasmuch as farmers, who compose the larger part of the population of school districts, are less engrossed in pressing farm labor in June than in July, and could attend the meetings with less inconvenience at the earlier time, and thus a more general attendance of patrons would be secured.

But these and other advantages were outweighed in the judgment of the legislature by the fact that the fiscal year, by the former arrangement, closed before the school year of the district was completed, thus entailing a little more labor upon school officers in making accurate reports. With a proper system of records, the additional work would be scarcely perceptible, and almost all inconveniences

would have disappeared with the first year's experience in making the change. Moreover, this labor and these inconveniences siill remain, if they really exist, in the case of the larger part of the districts. Only village districts, or districts maintaining graded schools, close their year's work, as a rule, in June, so that the fiscal and the school year with all other districts still close at different times. Perhaps the present law will be an effective persuasive to such districts to adjust their terms, to correspond with graded schools. If so, it will largely compensate for the disadvantages enumerated.

An effort was made the past winter to induce the legislature to make an annual appropriation of twenty-five thousand dollars to aid free high schools organized and maintained in towns wholly rural in character, having no graded or high school within their boundaries.

The facts that the present annual appropriation of a similar sum is now entirely absorbed by graded or high schools in cities and villages, that these localities enjoy superior educational facilities without state aid, and that the property of rural towns is taxed to give them yet greater advantages through free high schools, were strongly urged, as well as the need of encouraging the organization of a better class of schools in connection with the ungraded schools, where advanced pupils may enjoy better facilities of instruction five or six months in the year without leaving home.

The committee on education of the Assembly recognized the validity of the claim, and recommended the passage of the bill. But the incorrigible committee on claims could see in it only an appropriation of money, and recommended the indefinite postponement of the measure. The habit of the assembly to follow the recommendation of the joint committee on claims, when reporting adversely upon an appropriation, was too strong to overcome, and the bill failed to pass, after having been ordered to the third reading, by a close vote.

It was not expected that a large number of such schools would be immediately organized, or that more than one-half of the appropriation would be used for some years. But it certainly was not an extravagant demand to make in behalf of the ungraded, isolated schools, in towns remote from localities where secondary or higher instruction can be obtained, after they have uncomplainingly taxed themselves for seven years to aid free high schools for more favored neighbors.

Nevertheless, the agitation of the subject has been opened, attention is secured to the need and the justice of the measure, and while we may not question the wisdom of the legislature in its determinations, we may congratulate ourselves that wisdom does not die with the legislature of 1883.

The sentence found at the bottom of page 119, state superintendent's report, 1882, has no personal reference to Supt. Scott or his work.

The intention was, if possible, to remove the impression, more or less prevalent, that the county superintendent is responsible for a supply of qualified teachers

sufficient for the schools, irrespective of scholastic attainments. It was thought to be entirely in keeping with the letter and spirit of his report, and was in no sense a criticism on his official acts.

His report clearly proves the proposition referred to, and forcibly presents the difficulties which environ the county superintendent in his efforts to elevate the schools of his district. It shows careful thought, and we commend its perusal to every citizen.

Supt. Scott has proved himself an earnest and efficient superintendent, and we regret exceedingly that the sentence before mentioned should have been construed by any one as reflecting discredit on him.

THE prospective early removal of Supt. MacAlister from Milwaukee to Philadelphia has been made the occasion for numerous significant and substantial expressions of respect, appreciation and good will, of which any man might justly feel proud. First came a general farewell meeting of school board, officers and friends of education. This was followed the next day by a reception at the normal school by the teachers of the city, from whom Mr. and Mrs. MacAlister each received elegant floral tributes and a gold watch and chain. In the evening the principals of the city visited their superintendent, at his residence, in a body, and presented him with a magnificent photographic album, containing the photographs of the principals. The culminating fête was a public reception at the Plankinton House, tendered by the business men of Milwaukee, at which Hon. J. G. Jenkins made an admirable and appropriate address, concluding with the presentation of a basket of choice flowers, concealed in the midst of which was a package of greenbacks of the value of $550.00.

On all of these occasions the speaking was of an unusually high order, and worthy of preservation for the sound educational doctrine enunciated.

In closing his remarks, which were an eloquent tribute to the vocation of the teacher, Mr. Jenkins said:

Before we speak the last adieu, a pleasing duty yet remains. I am charged to present to you this slight testimonial of esteem. Its simplicity and purity will commend it to you as a most fit expression of true regard. So long as it lasts it will speak to you in its varied language, of all we would say and wish.

"There's rosemary, that's for remembrance;
And there is pansies, that's for thoughts."

And when it fades, as fade it must, the recollection of this occasion shall keep fresh the remembrance of your life among us, and of the kind things we wish for you.

I notice here and there in this bouquet, a flower unknown to naturalists. It is of green color, and hath a savory odor, a token of better things to come. It is not a natural flower. God's sun ha h not warmed it into life nor given it color or fragrance. It is grown in the hot-house of trade and commerce. It is only a promise, but it is the promise of a nation that never broke its faith. Knowing you as I do, I fear it will fade almost as soon as these natural flowers. But while it lasts, it shall minister to your comfort and ease, and when it is gone, as go it must, to do you any good, remember that in the people's bank of kindly memories you will always have a balance to your credit.

A pleasing episode was the address and floral presentation by the children of

the fourth ward school, where Mr. McAlister began his school work as a teacher. In fitness and pathos, the children's tribute was excelled by none and equalled but by few.

The JOURNAL adds its farewell and God-speed to one for whom respect as a fellow worker, appreciation as a man and a citizen, and regard as a personal friend, have grown as steadily as the years of acquaintance and association have increased.

MANY of the older teachers in Wisconsin, will learn with regret of the death of the genial and scholarly John H. Rolfe, of Chicago, which occurred in Edinburg, Scotland, January 28th. Born in New Brunswick, educated in Maine, he afterwards became a teacher and city superintendent in Portsmouth, Ohio. While occupying this position he was one of a band of teachers who employed Dr. Lorin Andrews to travel throughout the State, holding institutes and lecturing in behalf of education, paying him out of their own meager salaries. He was for several years the efficient agent for Pelton's Outline Maps, and during that time probably matured the plans for his own valuable maps upon which he labored so many years, and for the completion of which he made his last visit to Edinburg. Later he was well known throughout the west as the agent for Messrs. Harper & Brothers, and particularly enthusiastic in the improvement in the methods of teaching reading as a means for *acquiring*, as well as of *imparting*, information. His wife and two sons survive him.

THE board of education of the city of Milwaukee met, April 17, for the purpose of selecting a superintendent of schools for that city, to fill the vacancy occasioned by the resignation of James Mac Alister. The result was the election of W. E. Anderson. As we understand the action, the board determined not to go outside of the city for a superintendent. Prof. Hutchins, of Fond du Lac, declined to allow his name to be used unless it should be determined to take an outsider in any event. Had this policy been adopted Mr. Hutchins would have stood a very good chance of election, as he had several warm supporters among the commissioners and seemed to be the most popular of any of the outside educators named. Prof. Anderson was graduated from the Whitewater Normal school in 1871. Immediately after Mr. Anderson's graduation from the Whitewater Normal School, he took charge of the Union School at Waukesha, and continued in that position for three years, until in 1875 he was selected as principal of the Fifth Ward School in Milwaukee, where he has since remained.

THE duty of nominating a candidate for a cadetship at West Point, and also one for Annapolis, having devolved upon Congressman Woodward, of La Crosse, that gentleman submitted the appointment to competition to residents in the district. Richard Smith, Esq., of New Lisbon, Prof. J. H. Cummings, of Sparta, and Supt. W. A. Willis, of Baraboo, were designated to conduct the competitive

examination, which was held at La Crosse April 20th. Seven candidates presented themselves. The committee recommended the appointment of Herman C. Schumm, of Sauk county, as a cadet at West Point, and Charles F. Cash, of Juneau county, as a cadet to the naval academy at Annapolis.

A similar examination, conducted by J. G. Jenkins, Wm. Frankfurth, Profs. A. Markham. O. Siefert and P. Donnelly, was held for a like purpose in Milwaukee, April 21st. Eleven candidates competed for the appointments, but the result has not yet been announced.

EXAMINATIONS are the bugbear of pupils and the terror of many teachers. Their labor may be greatly lessened by a careful use of the TEACHERS' AND STUDENTS' LIBRARY. As a review book it has never been approached. The teacher who uses it need not fear to face his county superintendent. The *test questions* will enable you to conduct monthly examinations in all branches with half the usual labor. Every question has an answer. Published by T. S. Denison, Chicago. The price in one large octavo volume is only $3.00.

J. T. REEVE, M. D., the efficient secretary of the state board of health, asks that attention be called to the fact that by chapter 167, laws of 1883, every town board, village board and common council in this state, is required to organize as a board of health within thirty days after each annual election, and within ten days thereafter appoint a competent person as a health officer. The law if complied with it is confidently believed will do much toward preventing the spread of contagious diseases, and it will certainly aid in settling troublesome questions frequently arising about the attendance of children in the public schools from households where such diseases have existed. The law provides for competent authority to which such questions may be referred, with power to act.

THE announcement is now officially made that the annual meeting of the Wisconsin Teachers' Association will be held at Sheboygan, July 10, 11, 12, 1883. The meeting of the Institute conductors will probably convene Tuesday morning, July 10, continue through the day, then adjourn until Thursday afternoon, and continue until business is completed. More definite announcement, however, of both meetings will be made in the next issue of the JOURNAL.

THE legislature of Minnesota appropriated $7,500 for improvements in the Mankato Normal school building. This was rendered necessary by the immense increase in attendance of pupils within two or three years, from 169 to nearly 500. In the Normal department it is now the largest school in the state. For the first time in its history it has a spring term, beginning March 13th, and continuing twelve weeks. The success of the school must be gratifying to Pres. Searing, formerly State Superintendent of Wisconsin.

NOTES.

At a recent meeting of the board of education of the city of La Crosse, Supt. Hardy recommended a partial adoption of the plan now going into general use in schools throughout the country, of doing away with the recess. He proposed the abolition of the afternoon recess only, for one month, and shortening the hours of school thirty minutes; if the plan did not work well, it could then be dropped and no harm would be done. If it worked satisfactorily, it could be further extended.

After discussion the recommendation was adopted unanimously.

Miss Almira J. Hobart, who has been teacher in the literary department of the institution for the education of the blind, has returned to her home near Black River Falls, in Jackson county; and Miss Emma L. Slingerland, of Baraboo, formerly of Oshkosh normal school, has taken her place.

Mr. H. H. Hall, a student at the River Falls Nermal School, is to have charge of the Humbird school during the ensuing spring term, the place made vacant by the resignation of Prof Hoskins, who takes charge of the school at Merrillan.

Bids for the construction of the new school-house in the city of La Crosse were found to range from $14,963 to $24,830. The contract was awarded. Architect Koch of Milwaukee furnished the plans, and for convenience and regard to sanitary conditions, are claimed to be well-nigh perfect.

Harper's Weekly says: "It costs Ohio two dollars more per pupil to educate the rising generation than it costs Wisconsin; but the schools of the latter state do not claim to fit their graduates for the profession of holding government appointments without supplementary practical training.

The statistical report of the secretary of the school board, for the city of Milwaukee, for the year ending August 31, 1882, has just been completed. The document among other things shows that during the year the total number of children in the city between the ages of 4 and 20 years was 42,094; of this number 13,765 attended the public schools, and 8,231 the private schools, a total of 21,996. The number of children living in the city who did not attend school was 20,098. During the year $181,722.07 were expended for teachers' salaries. The total cost of operating the schools was $221,718.90. The average number of pupils enrolled was 14,529, making the average cost for each $15,26. The first ward had the largest number of pupils enrolled, 1735, and the third ward the fewer, 40, with an average daily attendance of 20. The total resources were $323,304.28, and the expenditure $225,772.62, leaving a balance in the school fund of $97,531.66.

The Buffalo *Commercial Advertiser* mentions what may be safely set down as the worst case of spelling of recent record. It occurred in a "notis" of a "selly-

brashun" to be held on the shores of "Lake Eary," and mentioned the occasion as a "guble." This word troubled the editor a good deal, but with rare perspicacity he at length resolved it into "jubilee."

MR. GEORGE DARWIN, who has been made professor of astronomy in Cambridge university, is said to possess more than his celebrated father's versatility, all his father's love of thorough work, and no little share of his father's power of exposition. Though he is only thirty-six years of age he is a fellow of the Royal society. He is not merely an astronomer — he is a geologist, a biologist, and a chemist, and is distinguished in all.

IN Chicago, in the season of hog-slaughtering, they pay a man $3.50 per day for cutting the throats of two or three thousand of these unfortunate members of society. We are not told how many of the teachers in the primary and grammar schools, in this or any American city, are paid at this rate. The big pork packer recognizes the superiority of skilled labor, and the unconscious pig is carried through his "course of study" with such rapidity and precision that, if necessary, he might be changed to a barrel of pork in half-an-hour. But the American people are still content to pay the women who are set to guide and train the mind and morals of Young America at the rate of twenty to forty dollars per month, with perquisites of boundless criticism thrown in. Truly, "the children of this world are wiser in their generation than the children of light."

THE annual report for 1882 of the State Superintendent of Public Instruction of the State of New York gives the total number of children in the State between the ages of five and twenty-one years as 1,681,161; the number who attended the public schools during some part of the year was 1,041,068 (about 62 per cent.); the average daily attendance for the year was 569,471 (34 per cent.); the average time of attendance for each pupil was 17½ weeks in the towns, which includes all not in the cities, and 23$\frac{3}{10}$ weeks in the cities. This shows that there are a great many who attend school for only a very short time, generally in the winter. This is shown still further by comparing the whole number of teachers, 31,323, with the number employed for twenty-eight weeks or more, 20,902. Over one-third of the teachers, therefore, are employed for short terms — very little over six months. The total amount paid out for teachers' salaries was $7,986,261.31, of which those in the cities, less than half of the whole number, received $4,502,289.07, and those in the towns, $3,483,972.24. The average annual salary for each teacher was, in the cities, $686.11, and in the towns, $242.95. The number of good teachers who are lost to the State every year by being underpaid would surprise people who do not know the facts. The State can never have good schools until she gets good teachers; she cannot get good teachers without paying for them.

A NEW polytechnic school has been endowed by Chauncy Rose, a wealthy citizen of Terre Haute, Ind., with $500,000, in addition to the gift of the buildings. It is to drill students in manual work by the use of machinery. In the mechanical department there are thirteen wood-working machines of the latest pattern, in-

cluding turning-lathes, band and circular saws, planers, boring-machines, etc. The institution is to have a valuable museum and a good library, and starts off in its career with great promise. The president of this institution, Prof. C. O. Thompson, was formerly principal of the Free Institute of Industrial Science at Worcester, Mass., where he acquired a most enviable reputation as a successful scientific instructor. Probably no other man could have been selected more fitted for the work he now enters upon.

THE *Hartford Courant* well says: "Not every high school graduate is prepared to step at once into the school-room and assume the responsible task of teaching the future citizens of the republic. It is a common fact, however, that many young persons every year take up the teacher's vocation in this premature and unprepared fashion, and it is also a fact that many such young persons become good teachers in process of time. Their case is very much the same as that of a young man who should decide to become a physician, but who, instead of attending lectures and studying the science of medicine, should commence practice at once, trusting to experience and general information for the special knowledge which alone can give professional skill. The would-be doctor might meet with reverses in search for patients and experience, but no such difficulty confronts the young teacher. Armed with her certificate, she finds the tender subjects for her educational experiments on her first entrance into the school-room. The children, apparently, have no rights in this matter which their elders are bound to respect.

How many of the young people who rush so eagerly into the teacher's profession bring to their work any foundation of professional knowledge? How many so-called teachers make any study of educational literature? How many school committees insist on a knowledge of the rudiments of the science of education as a requisite of a good teacher? A fair answer to any one of these questions would alarm all reflecting people. Recently, in a neighboring state, a large number of teachers were officially asked what books on education they had read. A considerable portion of the whole number admitted that they had never read a single book on subjects connected with their profession. What would be thought of a lawyer or preacher who should make the same admission?

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COL. F. W. PARKER IN THE WEST.

According to a pre-arranged plan, the writer of this article in the company of the superintendent and the assistant superintendent of public instruction of Wisconsin, Messrs. Graham and Chandler, recently visited the Cook County Normal School, located near Chicago. This school has been organized for some time, and I believe is supported by direct taxation upon the whole of Cook county, including the city of Chicago.

After the death of the former principal, Prof. Wentworth, the directors of the school engaged Col. F. W. Parker, for three years, at an annual salary of $5,000. In January last he began his work. This is the man known as the "Quincy" Parker; he labored at Quincy, Mass., for about five years, where his schools attracted a great deal of attention. From Quincy, he was called to a supervisorship at Boston; from Boston, he comes to Illinois.

The above details are given, not for the benefit of the great body of the readers of the JOURNAL who follow each educational movement; but for the few who have not the time, or the inclination, or the facilities for doing so.

Col. Parker has arrived; it is his avowed purpose to stay. His ambition is to build up a great normal college for America, particularly for the northwest. If he be an educational charlatan, the fact should be made known; if he be an educational reformer, and shall receive the support to which such a one is justly entitled,

Wisconsin must be profoundly impressed by his proximity to her borders.

As the years go by, it becomes more certain that our country's hope lies in the education of the whole people; this has long been a part of political and of educational creeds; but it is a thought which has not been assimilated; it has lain dormant; or at best it has affected but a few.

There are signs of an approaching spring-time for this thought; not many generations hence, its boughs may over-arch, its leaves may overshadow the whole land.

But what shall be this education of which so much is to be expected; shall it be humanistic, realistic, naturalistic? Shall it be as in the past, as now, or must there be further modifications?

Signs of unrest are everywhere seen. Teachers are dissatisfied with present results; so are the people. Some are in favor of reaction, of eliminating the idea of grading from the school, of abolishing even the class, and resting content with the individual as the unit. Others are proposing to extend the graded system to the country school and thus indefinitely enlarge the scope of its influence.

Concrete teaching, the kindergarten, industrial education, character culture, and many other subjects are demanding and receiving attention as never before.

Everything points toward a remodeling of the public school; who can prophesy what its next form shall be?

Entertaining such thoughts as these, we started for Chicago to see what is Col. Parker's solution of present difficulties.

The reader of this article will undoubtedly see the propriety of my making the remainder of it mainly descriptive. It will not answer to pass a final verdict upon a system which has been adopted in a school but a few months, especially where the former faculty has remained nearly unchanged. Besides, it is exceedingly difficult to coolly weigh and properly estimate the value of an idea independent of its associations — particularly when, as in this instance, that idea is advocated and applied by one possessed of vigorous personality. At Chicago, having taken the 8:40 A. M. train on the Rock Island R. Road, a short ride brought us to Normalville. We noticed students on board the train before starting, and

others flocked in at each station out. We learned that a considerable number live in the city, going out each day and back each night. Most all of them are girls; but few young men are connected with the school. Nearly all the students seemed quite young. We found the school but a few steps from the station. There are twenty acres in the grounds which are quite flat and naked except an occasional clump of scrub trees which, apparently, are wholly responsible for their own growth. To a Wisconsin man, their forlorn appearance might easily suggest the remark about that animal said to possess neither pride of ancestry nor hope of posterity.

In the midst of one of these clumps, we found a man industriously, and I must say successfully, swinging an axe, chopping off a tree near the ground. We hailed him, and found he was Col. Parker. We told him we were badgers come down to learn the latest Boston style; he suggested we must rather have come to spy out the leanness of the land, and conducted us to the school building. Parker is about 5 feet 10 inches high, nearly as wide, need I add heavily built? is of indefinite age, anywhere from 40 to 50, has a well-shaped head of good size, pretty bald and rather gray. His eyes are small but keen, his face ruddy, closely shaven except with a mustache. He dresses plainly, is easy in his manners, with a strong flavor of humor and cordiality. He is the farthest remove from the typical Bostonian, except possibly in an occasional glimmer of self-consciousness.

The school-house is of red brick, cheaply built, and poorly furnished. There is a dormitory of like description on the grounds. Either starvation prices were paid for these buildings, or the public was sheared uncomfortably close.

The school is organized on the same plan as most of the schools of like character; a model school with a course of study extending over eight years, including primary and grammar work, and a normal department with a course running four years.

The model school numbers about 200, and the normal 179. Considering the size of the school, the faculty is small.

At 9:45 A. M., were held the opening exercises; we understand attendance upon these is optional on the part of students, although the seats seemed well filled. The exercises were quite simple in

character, consisting of a verse read from the bible, a song, the Lord's prayer repeated by all present, a few sentiments given by the students, also a touch of the current news.

At 10 A. M., the regular work began, and lasted, with a short nooning and the ordinary recess until well into the afternoon.

The first thing noticeable was a brief exercise in penmanship conducted by Col. Parker. He is making an effort to teach the normal school students a good position and movement. The piano was played to govern the time, while he walked among the young people now overseeing and directing all, now conferring with one. I should say the whole exercise did not consume more than five minutes, and it was one of the best things that I saw about the school. Mr. Parker is by no means an expert in writing so far as as his own hand is concerned, and thus teachers who are poor penmen need not despair.

Next came class work for the school in the various lines.

The highest class in the normal department, which graduates next June (1883), does only professional work; and in this class we took the most interest, as it is directly under the care of Mr. Parker.

It was sent to teach reading and arithmetic in the model school, the instruction in each branch lasting about 30 minutes.

The children were distributed into groups of from 2 to 5; each group was assigned to a senior to teach and another senior to act as critic upon the teaching, and Col. Parker was omnipresent superintending all.

The groups just beginning to read were taught at first not print, but script in simple sentences put upon the black-board. Images of familiar objects, such as cats, dogs, etc., were used, the children made sentences about them, as to shape, size, color, and position; these sentences were written by the teacher and the children read them in the same tone of voice as when they had spoken them. It may be asked how does this differ from the teaching of reading in any good primary school? I should say in these respects:

1st. The few in a class. 2nd. The naturalness of expression. 3rd. The teaching of script before print. I do not advocate the last, I merely mention it.

The work in arithmetic was noticeable chiefly on account of

the great pains taken in the use of the concrete. The groups of children seated at small tables with objects of various kinds for numerical operations, or standing at the black-board representing their problems by lines, squares, etc., could not but impress the candid visitor with the thought, if this method were followed out in our graded schools, we should not have the present lamentable exhibition of pupils' ignorance in the fundamental operations of arithmetic. Here, truly, was an oasis in the desert.

I do not mean to affirm that no concrete and applied arithmethic is taught elsewhere; that would not be true. But, in many places, none is taught; and in many others only a modicum.

Col. Parker's views about the size of classes seem to me philosophical. He argues thus:

Of all the children doing primary work, those who have just entered school need the greatest share of personal attention. They are passing through a period of transition; they have little stock in trade, and a good start for them can only be secured, humanly speaking, by great painstaking on the part of the teacher. Every good kindergartener works upon this basis, and would consent to no other. Later on in school-life these groups can be enlarged, these circles of influence extended.

How Mr. Parker will apply this idea to the public schools, I do not know, and possibly he does not. I presume he is hardly ready to advocate the Lancasterian system of pupil-teachers.

But I am grateful to him for emphasizing the urgent need for smaller primary schools. Why, just look at it! Our younger children in the cities are made to suffer in two directions:

1st. Many of the best and most experienced lady teachers are made principals, or sub-principals, on account of their governing capacity, and the little ones are turned over to be taught by girls in their teens.

2nd. Not a few ward schools, ambitious to do high school work, have overflowing primary departments on account of their expanded curriculum. Thus it happens that the children are herded together — not taught; they are rudely neglected, not tenderly cared for.

The supreme folly of this course becomes apparent to every one who studies statistics and sees what number of children can remain in school but a few months or a few years at best.

At eleven o'clock, or thereabouts, the senior class reconvened in the Assembly room for an exercise in criticism of each other's methods in the teaching of the morning. Mr. Parker presided. This lasted for about an hour, and great interest was manifested throughout by every member of the class.

The utmost freedom and good nature prevailed; but there was not apparent the slightest indication of a desire to trifle. All seemed in dead earnest.

Mr. Parker spent an hour in the afternoon with this same class upon language as applied to primary teaching.

The ideas he suggested are much the same as those advocated by Mr. O. T. Bright, of Chicago, and Mrs. N. L. Knox, of Boston, in their respective books.

He puts great stress upon thought as the substratum of language, and makes the exercises in language powerful aids to cultivate perception, memory, and imagination in the child.

In teaching this branch, he seemed to possess almost unlimited resources as to *detail;* he has evidently at some time made an exhaustive study of *method.*

We did not understand the senior class to be using a text-book upon any subject at present; but it is expected that Payne's Science and Art of Education will be used ere long, as a guide to professional work.

So much has been written upon Parker's system of geographical molding, that a passing glimpse must answer here.

This work is in the hands of an expert, Mr. Frye, recently from the east. The normal students are by him taught the process. He is master of his subject; not only so far as molding is concerned, but geography at large. He is a careful student of the greatest of geographical writers, and speaks of Humboldt and Ritter with the most ardent affection.

He confines molding to the continents, greatly exaggerates elevations, and emphasizes outline in regard to locality, coast line and altitude as the fundamental basis of life.

To a novice, this shaping the grand divisions of the earth out of damp molding sand seems to be an operation easily acquired. Possibly Mr. Frye would not concur in this view; it could h ardly be expected that he should.

Col. Parker is a firm believer in industrial education; but insists it must be inexpensive to be generally practicable.

He has fitted up a work shop in the building for the use of boys and girls; and there they make the apparatus needed for primary teaching, and for the study of the sciences. Of course, the products of the shop are not so elegant as the expensive "nickel-plate" palmed off at enormous figures upon unsuspecting school boards by some oily-tongued agent. But the hand is educated, and concrete teaching in the fullest sense made possible. The idea is most certainly worthy of careful consideration

The directors of the school have appropriated for teachers' salaries for the ensuing year $16,000, and I believe the composition of the next faculty and the salaries within those limits are to be controlled by Mr. Parker. Thus is opened for him a wide door of opportunity. His expectations are great; the future will record the story of his fate. May it be to his credit and the general good. Such is the wish of the subscriber.

SAMUEL SHAW.

SCHOOL NOTES SOUTH—AN INDUSTRIAL SCHOOL.

BY SUPT. ALBERT SALISBURY.

In January I was visiting schools in the southwest. From Austin, Texas I passed up through the Indian Territory, stopping off at Muskogee and again at Vinita to investigate the educational prospects of the Creeks and Cherokees. Thence I went on to St. Louis for the purpose of studying the organization and work of the St. Louis Manual Training School. The subject of industrial education for the Freedmen is being discussed in various quarters, and I wished to get some clearer ideas with regard to its practicability. Hence my visit to this school.

It is not a southern school. St. Louis is hardly to be counted a southern city; and this school takes its being and shape from the Yankee brain of its director, Prof. Calvin Woodward. Calling on him and stating my purpose, I was cordially welcomed. Prof. W. gave up the forenoon to me, showing me the various departments and explaining the theory of the school. In the afternoon he "turned me loose," giving me full freedom to look into everything,

to stop any work, to ask any questions I pleased of pupils or in-instructors, in short, to get at the inside of things in my own way. Such an opportunity was, of course. not neglected; though it was one of the darkest, chilliest, sloppiest, most dismal of St. Louis winter days.

And this, in a few words, is what I learned. The St. Louis Manual Training School is a part of Washington University. It is a scondary school, or high school, of a peculiar type. It has a course of study three years in length, and comprising all the studies necessary for admission to the Scientific Course of the best colleges, with a parallel Industrial Course. Washington University has another school preparatory to its Classical Courses; this is preparatory to the Polytechnic School. No pupils are admitted under fourteen years of age. Tuition fees are sixty dollars a year, though this by no means covers the whole cost of the facilities furnished.

Each pupil has three daily recitations in the literary department, mathematics, history,language, etc. He has a full hour's work in drawing each day of the three years, and two hours' work in the shops. The industrial training of the first year is in carpentry and wood-turning. First come sawing exercises with cross-cut saw and rip-saw. Joining, turning and wood-carving follow in order. The second year finds the pupil in the blacksmith shop. Here he begins with hammering exercises on bars of lead, which, except in the matter of welding, works much the same as hot iron and saves the cost and waste of heating. They are trained to hammer out straight edges, square and round points, smooth faces and angles, and thus get the muscular training and touch needed. There are twenty forges in the shop, and in due time the keeping of the fire, the management of iron, welding, etc., come on. The first task at the forge is to make a pair of blacksmith's tongs, or rather half a pair. The third year's work is in the machine shop, where is an expensive outfit of lathes and other machinery for metal-working. The popular exercise here is the making of small steam engines. One was in process of construction while I was there. The work is distributed, the various parts being given out to different persons. Each boy must then draw and submit accurate plans. This is a notable feature of the instruction throughout the course; no work in wood or metal can be undertaken without first drawing the

proper plans on paper. As I mingled with the boys and questioned them about their purposes, preferences, etc., I found that the most fascinating part of the work to most of them was wood-turning. The skill required, both of hand and eye, in handling the gauge seemed to yield a pleasure like that felt in managing a spirited team of horses.

Most of the pupils have no definite aim in life as yet. Getting ready for whatever may offer, is the general thought; though a few are looking forward to a course of civil-engineering in the Polytechnic School.

When asked if they did not find it hard to prepare three lessons a day besides the three of drawing and shop work, they affirmed they got their lessons as well and easily as if they had no shop-work. "When it is time to come to the shop, we are glad to come; and when it is time to go to the school-room, we are quite ready to go," was the testimony. "We like it the best of any school we ever attended." In talking with Prof. Woodward, I said, "These boys do not purpose to become mechanics." "They do not now so purpose," he said, "but many of them will become such. Having failed at something else, they will take up mechanical work and succeed." Prof. W. claims much for the moral result of such education. Indeed, he lays very great stress upon that phase of it, saying that by this sort of schooling all their activities are profitably directed and their minds are so engaged and interested that they find their recreation in their work and in the various home enterprises that grow out of it, and thus they lose all inclination for places of idle resort and dissipation. He quotes also the testimony of fathers as to the changes that have been wrought in their boys.

To my mind, the most rigorous work done in the whole institution is that in drawing, which reaches from the simplest free-hand work up to the most complex and accurate work of the architect and the civil engineer. I was greatly interested in the drawings that I saw under way; but they must be seen to be appreciated. Prof. W. waxes earnest over the teaching of industrial drawing, saying that it can be taught anywhere, and should be taught everywhere. More I might write did the time suffice. I came away wishing such a school as that for my own boy; but it costs a mint of money to run it.

SELECTED.

THE STUDY OF PEDAGOGICS IN THE UNIVERSITY OF MICHIGAN.

BY W. H. PAYNE, ANN ARBOR, MICH.

The purpose of this paper is to give a brief history of the study of pedagogics in the University of Michigan. It is now nearly four years since this course of instruction was begun, and I feel warranted in thinking that this account may have some value as a contribution to current educational history. The making of educational science a distinct branch of university instruction was at least an interesting experiment, and the educational public cannot be indifferent to the results as they appear within even this short interval.

The chair of "the Science and the Art of Teaching" was established by a unanimous vote of the Board of Regents, June 29, 1879. This subject had long before received the careful consideration of President Angell, and had been commended to the attention of the Regents in his annual reports. Before asking the Regents to take formal action in the matter, the president submitted the plan to the faculty in the Department of Literature, Science, and the Arts, and by a unanimous vote it was commended to the Board of Regents.

This action of the president, faculty, and regents was based on a state of facts of long standing. The University of Michigan, as the highest educational institution in the State, and as the head of our educational system, had for years been supplying the higher positions in the public-school service with teachers. As a rule these teachers assumed the responsibilities of important positions with no conscious preparation; and it was conceived a duty owing to the State to furnish prospective teachers with an opportunity to learn at least the theory of teaching and of school management. This state of facts becomes more significant when it is recollected, (1) that the principal high schools of the State are preparatory schools to the University; (2) that these schools naturally look to the University for their principals and assistant teachers; and (3)

that these secondary schools educate large numbers of teachers for the common schools. It seemed, then, that the teaching-service of the State might be usefully affected by making the science and the art of teaching a regular branch of instruction in the University.

It should be stated, at the outset, that there is no "normal department" in the University of Michigan. There are merely courses of instruction in the science and the art of teaching, just as there are in science and in mathematics, save that while the former are wholly elective, some of the latter are required; but, in both cases, the courses count toward a degree. What is called a "Teacher's Diploma" is given under the following requirements: (1) The pupil must have taken at least the bachelor's degree; (2) must have taken a teacher's course in Latin, Greek, or in some other subject; and (3) must have taken at least one of the longer courses in the science and the art of teaching. But this diploma has no legal value whatever. It merely certifies to the accomplishment of certain work. It exempts from no examination. There has never been a thought of interfering, in the least degree, with the work of the State Normal School. From the very nature of things, the Normal School and the University cannot be competitors in a way that will noticeably affect either institution. In the first place, it is not at all probable that any pupil will apply for admission to the University for the sole purpose of studying pedagogics. At best this would occupy only one-half his time. If he enters at all, he will almost inevitably pursue courses that are not offered by the Normal School, which, in its academic work, is merely a school of secondary instruction. As a matter of fact, there has not been the slightest effect injurious to the Normal School through the introduction of courses in pedagogics into the University. The present year of the Normal School is one of the most prosperous in its entire history. At their best these two schools can do but a fraction of the service the State requires in the education of teachers. A part of this work would not be done at all if not done by the University, not even if there were three normal schools, as there should be if the teaching force of the State is to be even moderately recruited. It might be reasonably expected that if the professional education of teachers should re-

ceive a larger share of public attention through the introduction of this subject into the University, the general effect must be favorable to the Normal School.

The unanimity that led to the establishment of this chair, and the absolute freedom I have had to develop my plans, are circumstances that have been singularly favorable to the experiment that has been in progress; so that, in case of final success, the credit will be only partially due to me, while for any degree of failure that may result, I may justly be held responsible. It was foreseen that one obstacle lying in the way of success was the probable doubt in the student community whether there was anything to be said on so trite a subject that was worth learning. It seemed probable that the current notion was to the effect that the instruction would consist either in dreary platitudes about the best ways of teaching spelling and fractions, or in airy theories that would admit of no useful applications. It seemed to be a question of the mean. Could the instruction earn the respectful attention of the better class of students? Could the conviction be created that there was a field of study offered that would repay cultivation? This was my interpretation of current opinion, and the mode in which the problem was presented to my mind; and these were my guides in determining the main features of my courses of instruction.

For the year 1879–80, two courses of instruction were offered as follows: (1) PRACTICAL, devoted to the organization and management of public schools, and to the more important details of school-room work; (2) THEORETICAL, devoted to the teaching of a body of public-school doctrine. Each course occupied two hours per week for a half-year. About thirty students attended my first course of instruction, and, to my extreme good fortune, they were singularly in earnest and considerate. My purpose was to present knowledge of an appreciable value, and, notwithstanding undoubted mistakes in adapting my instruction to pupils of this grade (I had spent the preceding twenty-five years of my life in public-school work), the course was at least fairly successful. With the opening of the second course I was beset with two grave difficulties: (1) I had to make interesting a body of knowledge only very imperfectly formulated, and not recommended by precedent

or tradition; and (2) I had a surplus of students, some of whom had no living interest in the subject, but had elected the course in anticipation of an easy credit. The result was only partially successful. Had it not been for an implicit faith in the existence of a body of educational doctrine that could be made interesting if properly taught under normal conditions, I would have been not a little discouraged. But, as it was, I resolved to revise my methods and to try again.

For the year 1880–81, both the above courses were raised to four-hour courses,— that is, the time given to each was doubled. Scarcely any change was made in the management of Course 1, and the result was quite as satisfactory as in the preceding year. In Course 2, instead of teaching wholly by lecture, as I had done at first, I made Bain's *Education as a Science* the basis of my instruction. This gave me several advantages that at this stage of my work were essential: (1) There was a body of doctrine, formulated and printed, and recommended by a distinguished name; (2) my teaching, based on a printed text, could be made definite. The subject proved to be difficult, but the very difficulties inspired my pupils with a respect for the study. Better than this, the doctrines were found to be fruitful in their practical applications, and so there emerged a new spirit,— a taste for philosophizing on educational questions. I would do myself injustice (a thing no one has a moral right to do) if I were to allow the inference that none of this spirit was awakened in the first year of the course; but it fell far short of what I desired and expected. On the whole, the gain was considerable, and I began to feel some degree of satisfaction with what I thought to be my real work in the University,— that of teaching a body of educational doctrine as the basis of a rational art of teaching.

For the year 1881–82, four courses were offered, as follows: An experience of two years had shown that Course 1 (practical) included two classes of students,— a larger number who wished to learn the art of school-room practice, and a smaller number who wished to make a preparation for the supervision of schools. On this basis I made a division of Course 1 into two courses, 1 and 3, having for their several purposes the objects just described. Course 1 was made a four-hour course, and in this I used Fitch's *Lectures*

on Teaching; Course 3 was a two-hour course, and in this I used my *School Supervision*

Course 2 remained unchanged, but in connection with this was given a new two-hour course, called the Teachers' Seminary, the purpose of which was to discuss, on the German plan, special questions in the theory and history of education. The membership was limited to twelve, and the topics discussed last year were as follows: 1. "The suppression of every error is commonly followed by the ascendency of the contrary one." 2. "Corporal punishment in its legal and historical aspects." 3. "The genesis of knowledge in the individual must follow the same course as the genesis of knowledge in the race." 4. "Humanism and realism." 5. "The first procedure of the mind in the elaboration of its knowledge is always analytical." 6. "Knowledge and feeling . . . . though always co-existent, are always in the inverse ratio of each other." 7. "Greek education." During this year there was a marked improvement in the organization of my courses of instruction. Course 4 gave me a coveted opportunity to emphasize the scientific and the historical aspects of my subject, and so to create a stronger sentiment in favor of the serious study of education. The weak phase of the study was the historical. During the progress of Course 3, in 1880–81, I had devoted a small part of the time to an outline of educational history, but this served only to show that this subject should be treated in a course by itself. My purpose on the start was ultimately to discuss education in its three phases,— the practical, the scientific, and the historical; but for this I needed two very important things,— time and an interest in the general subject that would support this more elaborate scheme. For the first semester of this year, 1882–83, a course of lectures on "The Historical Development of Educational Systems" was assigned me in the new *School of Political Science.* I was glad to accept this opportunity to make a beginning in the historical treatment of my subject. Since the very opening of my courses I had been anxious to cultivate this rich field, for I was persuaded that, next to the scientific, this was the most fruitful phase of educational study. The work of preparing a special course of lectures was a large addition to my two usual courses of instruction; but

my class, though very small, was very enthusiastic, so the labor seemed light, and it was almost with regret that I was relieved of it with the close of the semester. When I began, I hoped to reach the period of mediæval education; but, as is usual in such cases, my work grew upon my hands, and I scarcely completed my review of Greek education. The following summary will indicate the limited field that was traversed: 1. Introduction to the History of Education; 2. The Mental and Moral Condition of Savage Races; 3. Education in China; 4. Education among the Hindoos, the Egyptians and the Persians; 5. Education among the Jews; 6. Educational Doctrines embodied in the Scriptures; 7. Introduction to Greek Education; 8–12. Socrates: his general doctrines; the two phases of the Socratic Dialogues; the Sophists; Summary; 13–17. Plato's Systems of Education, as contained in the *Republic;* 18–21. The Educational Doctrines of Aristotle. For the next year my purpose is to summarize these lectures, and then to complete this period. For the third year I hope to make a survey of mediæval education, and thus to pass in review the modern period. The experience of the semester just closed has more than fulfilled my anticipations of the value of this phase of the study, and I am encouraged to carry forward this work to the full measure of my resources.

No changes were made in Courses 1 and 3 for the last semester. Courses 2 and 4 are now in progress. For Bain's *Education as a Science*, I have substituted "Outlines of Educational Doctrine." In the Teachers' Seminary, I have two sections, and the work is conducted, in the main, on the plan of last year. In connection with Courses 1 and 2 there is assigned work in educational reading. Pupils are assigned special topics that are to be read in the General Library, and one exercise each week consists in an oral reproduction of the substance of these topics. By this means pupils form a considerable acquaintance with educational literature, and, through the summaries given in the class, a considerable amount of valuable matter is made common. It has already been stated that the courses in this department of study are purely elective. For at least the last two years, they have been elected only by students who purpose to teach, or by those who desire to study education as a branch of knowledge. Under these circum-

stances, the number of students who elect this work is probably some indication of the interest that is taken in this new department of university study. For each of the years 1879–80, 1880–81, the number of students was 71; for the year 1881–82, it was 51; and for this year, so far, it is 71. A circumstance very favorable to my purpose is the fact that the greater number of my students are from the higher classes. Thus fully one-half of all who were graduated from the Literary Department during the three years 1880–82 had taken one or more courses of instruction. The proportion of such students for this year promises to be somewhat larger. As between men and women, the aggregates for the last four years are as follows: Men, 174; women, 90. A hopeful feature of this experiment is the growing tendency to make the study of education more intensive. Instead of making a study of only one phase of the subject, there is a growing disposition to learn whatever of it is taught.

There is a difference between university instruction in pedagogics, and the professional instruction given in normal schools that is too important to be overlooked. The experimental school is thought to be an essential feature of the ordinary normal course; but in my situation I cannot employ this expedient. My reliance is upon doctrines and principles that my pupils have comprehended with some degree of clearness. I teach a science explicitly; an art, only implicitly. Furnished with principles, will my pupils, on the occasion of experience, be able to construct their own art? My instruction is based on the assumption that fruitful doctrines, clearly conceived, will necessarily give inspiration and guidance to practice. As between pupils instructed in this way, and pupils drilled in methods, it may be anticipated that the latter will start more promptly, but that the former will soon outstrip them in growth, versatility, and standing. University instruction of teachers falls considerably short of the ideal; but it comes much nearer this ideal than the normal school can come. To carry on a liberal and a professional education simultaneously is a false method; but the method becomes the more vicious, as the grade of instruction becomes lower. For the present this departure from a true method must be tolerated, alike in the university and in the normal school. The time is doubtless far distant when

professional schools can receive liberally educated men and women and fashion them into educators. At present the nearest approach we can make to this is to instruct pupils in the higher classes in our universities, in the principles of educational science. This, in brief, is the work I am attempting to do in the University of Michigan.— *N. E. Journal of Education.*

THE TEACHER — HIS HABITS.

BY PRESIDENT E. C. HEWITT, ILLINOIS STATE NORMAL UNIVERSITY.

What are habits? The word *habit* comes from the latin *habere*, to have; it means any custom or act which by repetition becomes to us like "second nature." That which is habitual to us we do without thought or effort or special intention,— very much in the same way that we breathe. Habits are the practices or customs that *we have;* or, if we think of their power over us, it will not be far wrong to say that they *have us.* It has been said that "man is a bundle of habits;" at any rate, a man's true character in all respects is indicated by his habits; nor would it be wrong to say his habits make him what he is. Dr. Rosenkranz has well shown that we are not thoroughly educated in anything till it has taken on the form of habit,— in other words, habit is the *form* which all true education takes. This may be illustrated in a great many ways: One is not thoroughly educated in the multiplication table if he has to stop and think how many are eight times seven; he is not thoroughly educated to write while he must think carefully how he ought to form his letters; he is not educated in morality while he debates the question whether he shall do right.

The great value of habit is that it enables us to do what ought to be done, and to do it rapidly and accurately, without any special thought or effort.

Habits, if bad, are full of danger, as they lead us to do what our judgment or our conscience disapproves. The bad habit of the drunkard carries him onward in his downward course, in spite of his judgment, his conscience, and his feeble will.

BODILY HABITS.

A good test for all habits pertaining to the body is furnished by the question, "Are they becoming?" By this test, all vulgar habits, such as spitting, picking the nose, awkwardness of gait, etc., will be condemned.

DRESS.

It is significant that dress is often called *habit;* and the test just given for a habit of the body applies here with much force. Dress is intended to serve three purposes, viz: *Decency, comfort and adornment.* Any dress that is not both decent and comfortable, is not becoming, no matter how costly or stylish it may be. It is not necessary that dress should be very expensive in order to be becoming; nor can teachers, generally, afford very expensive dress. But the teacher's dress should be neat, well-fitting, and neither too much nor too little conformed to the prevalent mode. In matters of dress the teacher may well follow the old couplet,

> "Be not the first by whom the new is tried,
> Nor yet the last to cast the old aside."

The material should be good, although it need not be very costly; but, in general, very cheap material is not really economical; a coat that costs thirty dollars, if it is worth it, is likely to be cheaper in the end than one that is worth but fifteen dollars, as it will wear much longer, and will retain its good looks until it is worn out. One may be considered well dressed when his appearance is pleasing to good taste, and yet it is difficult, after leaving him, to specify the kind or cut of the garments he wore. Adornment is one proper purpose of dress; hence, a reasonable amount of ornament is well, especially in a lady's dress, if only it be modest, genuine and in good taste. Sham is despicable anywhere, but nowhere more despicable than in ornament, because nowhere else is there so little excuse for it. Nor can I believe one is thoroughly sound morally, who will consent to wear sham jewelry, or other sham ornaments. This may be a rash assertion; when I remember how many thousands of dollars' worth of jewelry are made in this country of which you can have "your choice for a dollar,"—but will be cheated to the amount of ninety cents, at least, if you take it—I must suppose that I am pronouncing judgment on a great

many people. But I will say deliberately that I would not employ a person to teach children, if I knew that such a person wore sham jewelry or other sham ornaments, knowing them to be such.

POSITION.

The teacher should be very careful not to suffer himself to assume uncouth or awkward positions, such as tipping his chair on two legs, thrusting his hands in his pockets, standing in a stooping attitude or with his legs twisted, or sitting on desks and tables, etc. Nor should he suffer his pupils to form such habits. An erect position in standing or sitting, with shoulders well thrown back, is not only more becoming, but is more healthful, as well.

MOVEMENT.

All movements in the school-room should be rapid, quiet and graceful. In the attempt to move quietly, all awkward attitudes, like walking on tiptoe, walking with hands clasped behind, etc., should be carefully shunned. If the teacher or pupil be not actually deformed, nothing but care, effort and perseverance is necessary to form correct habits, both of position and movement. If the teacher finds that his pupils have bad habits in these respects, he should set about correcting them; of course, this is not the main purpose of the school, but it is too important to be neglected.

Boys and girls in country schools are likely to be unreasonably sensitive on the points just mentioned. I well remember that, in such a school which I attended when I was a boy, we nearly rebelled because a new teacher peremptorily forbade us to wear our hats in the school-room at the noon intermission. We were not bad boys, nor were we fools; we were simply raw fellows who never had been taught any better. Had the teacher been wise enough, he might have accomplished his purpose without disturbing any of our prejudices or awaking any opposition.

INTELLECTUAL HABITS.

We shall make no attempt to consider all mental habits, but will speak of four only that are of special significance to the teacher.

CONCENTRATION.

No one ever accomplishes much intellectually, unless he can command his mental forces, and bring them to a focus on the mat-

ter in hand. This the good teacher must be able to do, even in the midst of distractions. But it is, perhaps, quite as necessary that the teacher have the power of rapidly withdrawing his mental forces from the thing in hand, and quickly centering them on something else,— without this power, he will often be the victim of *absent-mindedness*. He alone who has control of his faculties in both directions is prepared to use his powers to the best advantage. It is said of the great Napoleon, that he could sit down in his tent with the sound of the cannon in his ears, spread out his maps and plan the movements for the next day, as coolly as though he was in the most perfect solitude; then, when his work was done, he could fold his maps, stretch himself on his camp bed, and be asleep in four minutes. The teacher should aim at acquiring the same kind of power, so far as he can do it.

ACCURACY.

Mental work is worth little in any case,— usually it is worth nothing,— if it is not accurate. The teacher ought to be in love with accuracy, and he ought to inspire that love in his pupil. "About right" is wrong; and wrong and right are opposed to each other. Let the teacher train himself, and train his pupils, to exactness in thought, exactness in speech or any other kind of expression, and exactness of operation. Washington's accuracy in his work as a young surveyor is often mentioned. Without it, would he ever have become the exact, methodical, successful man that he was?

RAPIDITY.

When the mind can work accurately in any field, then it becomes of the highest importance to cultivate the power of working rapidly. This is a valuable habit, not only because more work can be done in a given time, but the mind is likely to do better work when it is aroused,— when it works under pressure. "Keep cool," may be good advice sometimes, but sometimes it is better to warm up, to get all in a glow. It is well for the teacher to train himself to work as rapidly as possible in whatever private study he undertakes, as well as in conducting the exercises of the school. In hearing classes, he should not suffer himself to waste time in calling roll, in finding his place in the book, and in "getting ready"

in general. The recitation should begin at once, under a "full head of steam," and should be kept up that way till it closes. The greater the pressure, in respect to time, brought to bear on the class, the better, so long as it does not result in confusion. Of course, such vigorous work should be followed by seasons of sufficient rest.

THOROUGHNESS.

The word *thorough* is the same as the word *through*. To be thorough in a thing, then, is to go through it completely, encountering and mastering every difficulty. Thoroughness never is accomplished by dabbling simply with the surface of things; it must go deep down, and become master of principles. It is not necessary to know all that can be known about a subject in order to be thorough in it; but it is necessary to know the most important things about it, to know them in an accurate and orderly manner, and to know *completely* all that we *pretend* to know.

MORAL HABITS.

Here, again, we shall make no attempt to exhaust the list, but will call attention to four that are of special significance to the teacher:

TRUTHFULNESS.

There can be no morality unless it have truthfulness for its basis; hence the propriety of placing this as the first of moral habits. I hope that there are few teachers who are in the habit of lying openly and intentionally; but something more than this is necessary to a character that is really truthful. There are many ways of being untruthful besides lying outright. The teacher who makes hasty threats or rash promises, and then fails to keep them, is untruthful. So is he who pretends to a great love for his pupils which he does not feel; or he who pretends to know all about a subject of which he is ignorant. And what shall we say of the teacher who has set exercises prepared to display when visitors happen in? Or of the one who "fixes up" his exercises for examination? Such a man may read all the moral lessons on lying to his school, including the story of Ananias and Sapphira; but what does he teach them about the subject, except that it is a good thing to lie when anything is likely to be gained by it? And what shall

we say of the pupil who borrows work of his neighbor and palms it off as his own? Or who cheats in his lessons, in other ways? And what can the teacher, guilty of dishonest practices, do with a pupil whom he catches at these tricks? When the true sense of "honor" prevails in our schools, instead of the miserable false code now so common, the pupils will feel it to be their duty, quite as much as their teacher's, to expose all such wretched practices, and to assist in bringing the offender to justice. What would be the moral status of any community where every man should feel "bound in honor" to shield a criminal from the pursuit of the civil officers, instead of assisting them to bring him to justice? The tricks of teacher and pupils, to which we have alluded, have in them the essence of thievery as well as falsehood, for they are attempts to get something for nothing, by dishonest means.

KINDNESS.

It is the teacher's duty to form the habit of kindness, in thought, in look and in speech. This is a moral habit when it is formed and persisted in because it is right,—for *morality is a due regard for the right and the avoidance of the wrong.*

CHEERFULNESS.

Much the same thing may be said about the habit of cheerfulness; it is a moral habit when it is followed because it is right. To be kind and cheerful when one is in glowing health and everything goes well, simply because one feels like it, is all right, no doubt; but there is no morality in that any more than there is in the cat's lapping milk. But for one to force himself to be kind and cheerful habitually, when circumstances and his feelings prompt otherwise,—to do this because it is right,—is moral action of a high quality.

JUSTICE.

A careful habit of justice is essential to the teacher's success. The pupils, although ill-dressed,—and even ill-behaved,—have rights that no teacher can justly ignore. And they know it too; they are quick to feel an injustice, and the memory of it will remain for years. It is not easy for the teacher to do exact justice to his pupils; he must be sheriff, lawyer, jury, judge and execu-

tioner all in one, and that, too, in a press of other matters. It requires a right purpose, an unbiased judgment, a clear head and much deliberation. But he should undertake nothing in the way of trying and punishing offences unless he is willing to take the time and the pains to become acquainted with all the facts, to weigh them carefully and to do exact justice to the full extent of his ability. It is a fortunate thing for a teacher when his pupils come to feel that, whatever may happen, they are sure to get justice at his hands. True justice towards pupils will have a sacred regard for their feelings, and will not subject them to harsh, undeserved sarcasm and ridicule any sooner than to any other form of ill-treatment.—*Ill. School Journal.*

WHAT SHOULD BE TAUGHT IN THE FIRST FOUR YEARS OF SCHOOL LIFE?

BY J. R. HARKER, WAVERLY, ILL.

I have tried to answer the first question — What is the work of the school? What should it do for a child?

And now let us ask the second question — How much of this can it be expected to do in the first four years?

This is important from the fact that four years of school is all that a great many of our children can receive.

First of all, I would say that the child can be taught to see and to hear. The habit and power of observation, of seeing things — not only things in books, but things out of books — is the most useful lesson that any person can learn. We deal so much with books in school, that we regard them as the most important instruments in education. We should remember that books are secondary — nothing in them is of value that does not exist in substance outside of them. And the ability to see the outside substance is of far higher value than to know merely the book-shadow. Daily exercises should be given in seeing and hearing, and a strong effort should be made in every department of school work, by the use of objects, by constant references to the things that are all around us, to keep the books we use subordinate to the things themselves. So vital is this thought that I think it would be profitable to spend much more time on it than can be given now.

But while all this is true, books have a great value, and the second work that the school can do in the first four years, is to teach the child to read. I do not mean that he should be taught to read so as to entertain others. We make a great mistake when we teach children to read for any such purpose. He should be taught to read first, and chiefly, that he may know things that lie beyond his immediate observation. Teaching to pronounce words is not teaching to read. In reading, at any rate for the first four years, the thought is the chief thing — not the expression. Or, perhaps I should say, if the thought is caught and mastered, the expression will take care of itself. Reading is only a department of the study of Language. It should be taught as such. The language of every-day life, and the language of the books, should be one language; the pupil should be made to see this, and the language should be studied — not as a thing of itself — but as, and only as, *a vehicle of thought.* And there is no language of every-day life, in a book or out of it, that a child ought not to understand, after four years of school life.

The idea of number is a fundamental one in every department of the world's business. This should be taught in this period. But to what extent?

1. He should know what number is. The greatest ingenuity of the teacher will be taxed to show him this. But he can see it; and the difference between a primary teacher and a mere school keeper, is nowhere more plainly seen than in this work. Some pupils never know that 3 and three are 6; they only know the words. And between the words and the thing itself there is a world of difference.

2. He should be able to write numbers, read them, and combine them indefinitely, accurately, and rapidly. If these combinations of addition, subtraction, multiplication, and division — what are called the fundamental operations — are well taught, he will be ready for any of the ordinary problems of life, and he will, at the same time, of necessity, have learned the use and value of our coins, weights and measures. I trust the time will soon be past when a year, or even two years, will have to be spent in grammar grades, in learning compound numbers, a subject which ought to be well learned in the first years of school.

He should be taught to write and draw. And here again let me speak against — what shall I call it? — dead teaching. The kind of teaching so prevalent, which regards all subjects as things to be stuffed into a child. We should teach thoughts, live thoughts, that will wake up the minds of the children into a living, mental activity. Writing should not be taught as is done, as a thing in itself. Writing and drawing are one, and their essence is the expression of thought. A pupil should never write or draw except to express thought, in the first four years of school. I am glad to see that this truth is at last recognized by our copy-book makers, and the new Appleton system of penmanship, for the first time in the history of copy-books, suggests that an interest should be taken in writing as a language. Spelling, I am glad to say, is going the same way. It will not be long, I hope, before we regard all lists of words for spelling as curiosities of literary gymnastic exercises, and spelling will be put in its proper place as one of the items to be considered in the correct written expression of thought, but of no more importanc than capitalization or punctuation.

The child should be taught to express himself orally. He should be taught to talk. In many schools the children are taught to keep their mouths closed. The work that I have indicated will give the child many thoughts. He should not be hindered or cramped in the expression of these, but should be given time and opportunity to give utterance to the spirit within him. If children in a primary class have nothing to say on a subject before them, I have nothing to say for their teacher. Very frequent and regular exercises should be given, both in the oral and written expression of their own thoughts. Not of some other person's thoughts — of their own. We may give them thoughts, everything around them may give them thoughts; but in nothing must we be so persistent as in requiring them to give us back, not our thoughts, not the thoughts of their books, but their own thoughts. It is slow work at first, so slow that we often get tired, and ask them to give us our own back; but as sure as we do, we spoil the whole thing.

Here then is the work: To see; to observe and hear; to compute by number; to write; to draw and to talk — these are things to be taught in the first four years of school, and they can be taught, and taught well.

have only one thing to add. I fancy I hear some teacher saying, "Why do you not say that we ought to teach truth, obedience, honesty, love of right, regard for the rights of others, and other moral subjects?" I do not wish to be second to any one in my desire to have those thiugs taught in a school and everywhere. The subjects I have given, include the development of all the powers of a child, and should always be taught with a distinct recognition on the part of the teacher, of the uses to which the powers, thus developed, are to be applied. Obedience, truth, honesty, love of right and all morality, are inseparably connected with all the subjects taught in a school-room; are in the very nature and constitution of the world around us. God has joined these things together, and what God has joined together, let no man put asunder. No person is fit to teach in the first four years of school, who does not see that morality is the very foundation of every fact, both in school and out of it.—*Illinois School Journal.*

GRADING THE COUNTRY SCHOOLS.

"Where there is a will there is a way." It is frequently said that "the country schools cannot be graded." There are always plenty of persons who can find out that a thing *cannot* be done. Well, in New Jersey, in Atlantic county, Supt. S. R. Morse held his "Fifth Annual Examination," April 4–10, 1883. Diplomas were awarded to all who attain a standing of 70 or more. The way to grade the country schools is — to grade them. Stop talking and grade them.

In Macon county, Ill., the plan has been in operation two years. The regularity of attendance has increased 30 per cent. since 1880. Fifty per cent. of the schools were supplied with Webster's Unabridged Dictionary last year alone. Directors have extended the school year. Demands for fifty teachers with first-grade certificates have been made by directors who have formerly hired none but the cheapest.

In Hennepin county, Minn., the management of the schools has been improved and simplified by the attempts to follow a settled line of policy, and the number of recitations has been reduced, thus

enabling the teacher to do more effective work in less time than under the old regime. The granting of diplomas has had a quickening influence over all grades, and many laggards have been incited to complete the course.

In Atlantic county, N. J., greater advancement has been made in the schools during the past year than in any previous year.

In Monongalia county, West Va., where it has been in use eight years, and is still as popular and effective as ever, the Rev. J. R. Thompson, president of the West Virginia University, says:

"It has produced in Monongalia county, and is destined to produce all over the state, an educational revival. It is safe to say that no subject so interests the people of Monongalia county to-day as the education of their sons and daughters. They talk about it more than anything else, and larger crowds can be gathered to witness the annual examination than can be called together by the most eloquent preacher or the most popular political orator. We are sure that no better plan has thus far been devised than the introduction into the public schools of this system of graduation."

County Superintendent Brace, of Camden county, N. J., says:

In 1871 I saw the necessity for the adoption of a regular course of study for the schools. In June, 1872, I called a convention of teachers and trustees, which was very largely attended. Before the convention I laid the information which I had obtained by my visits to the schools during two years. The time devoted to Reading in the different schools varied from forty-eight minutes to two hours and thirty-nine minutes; to Spelling, from eighteen minutes to two hours and twenty minutes; to Writing, from nine to thirty minutes; to Geography, from five minutes to one hour; to Arithmetic, from thirty minutes to two hours and nine minutes; to Grammar, from no minutes to one hour and twenty minutes. There was no course of study, no system in the work, no proper classification of pupils. A schedule of work for ungraded and graded schools was adopted, so that a proper amount of time might be given to each branch. Much good was accomplished by this plan, under which our schools worked for several years.

In 1875 I presented to both trustees and teachers a better systematized course of study, together with the recommendation that an examination of all the scholars be held in connection therewith,

and that those pupils who should complete the course of study and pass a satisfactory examination therein should receive a certificate or diploma as a recognition of the fact.

In the spring of 1877, the first regular examination of the schools was held, the examination in each branch taking place the same day in every school in the county, and the same set of questions being used. Twenty-two pupils passed the required examination, and on June 22d, a meeting was held in the court house, when the successful candidates received their diplomas, the first county diplomas given in this county, the first given in any county in this state, or any other state, I believe. In the spring of 1878, there were eleven graduates from six districts; in the spring of 1879, there were twenty-six graduates from eight districts, and last spring, thirty-nine from twelve districts. During the four years eighteen districts have had graduates. In most every district there is a great desire to have pupils complete the course, and obtain a diploma. It gives a standing to the school and to the teacher. I can say that more and better work — double the work — is done in the allotted school year, than was done in 1872, and for a much lower rate of compensation.

At a recent meeting of the Southern Indiana Teachers' Association, John C. MacPherson read a paper in which occurs the following:

"SOME CIPHERING AT THE COUNTRY SCHOOL PROBLEM."

Four-fifths of the children in the schools of Indiana are enrolled in the country schools. Ohio and Michigan have $\frac{2}{3}$, Tennessee, $\frac{1}{3}$, and Iowa, $\frac{9}{10}$ of their enrollments in the country schools; 85 per cent. of eleven states attend ungraded schools. The question is often asked, Who ever finishes anything in a country school? Pupils are required to go over the same ground every year. The want of system does two great wrongs to the child. 1. He does not acquire all the knowledge intended for him. 2. What he does acquire is not received in a manner best calculated to symmetrically develop the mind, and therefore it is not possessed by him in the most useful form. Irregular attendance and want of sympathy at home has done much to bring about this condition of affairs.

The state laws give only the faintest outline of the work to be

done. Grading is applying a course of study to the schools. The per cent. of increase in text-books from 1876 to 1878 was, Arithmetic 13, Geography 14, Grammar 36, History 45, Physiology 127. All the increase was of the adopted books and in harmony with the course of instruction, and the result of the course of study. Some of the results of graduation are as follows: 1. There is an awakened interest. 2. More pupils are taught in all the branches and broader work is done by individual pupils. 3. Attention is called early to subjects which were heretofore neglected. 4. Time is economized; one year in six is saved. 5. There is more thoroughness in scholarship, and more aspiration among the young people.

In the discussion, J. T. Smith, of New Albany, said this was a question of great importance. How many pupils complete the course in the common schools? Not quite 4 per cent. About 30 per cent. leave at the end of the Third Reader grade. The graduating of the country pupils will be a vast power in keeping them in school.

W. A. Bell said: This is *the important* problem. The majority of children never go beyond the Fourth Reader grade. What are they getting in this and lower grades? Can they spell? Can they read? Can they express their thoughts? The step *out* as well as the step *up* must be kept constantly in mind. J. M. Olcott thinks public sentiment must be captured. Illiteracy is on the increase according to the last census. Enthusiasm will capture the people. Prof. James G. May thinks the heart, above all, must be looked after. Is thine heart right?

THE NEGRO BOY.

Our writers are just beginning to learn what a rich fund of humor is possessed by the negro race, upon which literature has just begun to draw. The "Uncle Remus" tales, by Joel Chandler Harris, were the first contributions from this fund to the literature of humor. In their way they are inimitable. The folk-lore of all nations, even the most barbarous, always has an undercurrent of humor, showing that as soon as man begins to emerge from the savage state, he begins to find pleasure in the surprise caused by

incongruous combination — this being the logician's analysis of the nature of humor. But no folk-lore that we know of can compare with the Uncle Remus tales in the extent of its humorous appreciation. Its drollery is spontaneous, abundant, effervescent. Like the little girl's laugh, it is not premeditated, but "it laughs itself," and borrows its charm largely from its spontaneity.

Beside the Uncle Remus tales, sundry writers have given in the *Century* some very clever humorous poetry, and a series of "Aphorisms from the quarters" which are rich both in wit and wisdom. The trouble with these, as with the very well-written sketches of the "Lime Kiln Club," by the Detroit humorist, is that the suspicion of spuriousness hangs about them. We fear that this wit did not come from the quarters, but owed its existence to the fertile brain of the reporter.

No such suspicion belongs to the extract which we make below from a contribution to the last *Atlantic*. It is given by a clergyman at work among the freedmen of the south, not originally for publication, but simply to exemplify the negro boy to northern friends. This boy begins by expressing his opinion on the occasion of the opening of a Christmas box sent from the north.

Last year looking in at the window during the process of unpacking, one boy observed with much acrimony, "Dat yer's de tenf doll dat's come out' dat one box, 'sides all de dresses and white fixins; and all for no 'count gals. I'se disgusted, I is." And he sat down with his back to the window as if there were nothing worth looking at.

"An' what's ten dolls 'mongst a hundred gals?" said a sprightly girl, quickly facing him. "Dey ain't one on 'um for me, kase I ain't had a good lessing since I 'member. An' what's you making a fuss fur? Boys can't git it all."

"Git all!" replied the boy, rising in wrath. "Did ye see ten marbles, or ten pair of trousers, or ten jackets, or ten nuffin else fur boys? Git it all! We uns don' 'spec for to git nuffin whatsumdever, an' we don't want your dolls!

"An' a good reason why you can't git nuffin, kase de folks norf knows you is n't wuf a gift," said the girl, no ways daunted by the boy's threatening manner. "An' ef dere is n't any boys dere, w'ich I t'inks very likely, it's kase de norvern folks has got more

sense than the souvern folks, an' knows what boys is too well t' 'ave 'em [a kickin' roun'. You is a misplaced creation anyhow, boys is; allers a-grumblin', an' a-hollerin', an' a-slammin' doors, an' a-fotchin' in dirt."

And this is how another boy expresses his grievance upon the same occasion:

Not meanin' to be saucy, nur to be runnin' any onnecessary risks, we has yit sumpin fur to say about dis yer matter, bein' as we don' see no jestice in de way t'ings goes on. Talk about shoes! Jes' look at dese, which is de only ones dis miserable worl' has for me. See my big toe an' his little brudder a-tastin' of de fros' an' col' dis ebenin'. Isn't you shamed fur to see dat ar' while you has de bes' de lan' 'fords? An' look at dis yere hat! Dis is all de coverin' for my pore head dat I is had fur goin' on five year. It ain't got no top nur yit no brim. De col' rains o' de skeyi comes down onchecked fur to gim me rheumatiz; an' when I goes to take it off fur to bow to de ladies, I allers pulls my own har. Isn't you 'shamed o' dat in a member o' de schule consarnin' w'ich you is one ob um?

I won't speak o' dese yere pants, kase dey is full of mouves w'ich speak fur dere selv's. I jus' leaves it to you if it's one o' de 'greeabilities o' 'xistence to be 'bleeged t' allers crawfish outen a room back'ards, 'r to be keeful whar I sits down, 'r to be a 'tinual subjec' o' larfin' on de part of dose onfeelin' ones what has no sympathy wiz misfortun'. De last time my mammy mended 'em she sewed on a gunny bag wiz my las' kite string; an' I ain't been able to tell w'ich wuz wuss, de scratchin' o' de gunny bag or de miserabulness of nuffin. I ain't got a pockit what'l hole what's put inter it, an' I conserkently has to make a pockit out'n my mouf, w'ich ain't de bes' 'dapted fur dat perfession, bein' made 'riginally fur swallerin',—w'ich it do, sometimes, wiz tings dat I is sorry fur to lose.

If you t'inks dat all dis isn't much, what duz you 'pinion 'bout my jackit? [He was in his shirt sleeves.] Isn't it pretty? You kin see right froo it widout any trouble. Sort o' gossamer-like. Mammy says I had a jackit wonst, an' ef I hed been keerful I might a' had it yit. It wur when I was a baby, dat jackit wur, and I leaves it to you ef I could a wored it ever since. When de wind blows col' I tries to 'member how dat jackit use' to feel, but I don'

find it warmin'. I won't speak o' dis yere shirt, as it ain't much to speak of' an' is tored now opin all de way down in front. Dis yere frien'ly string is all dat hol's it togedder.

Now dese dat I is been a menchinin' is all dat I has in dis worl', 'ceptin' some marbles an' udder t'ings dat I has buried away in a safe place down in de lot. Lots of de fellers is no better off nor I is. If dere is anythin' in dis yere worl' meant for uns I haint't foun' it out yit. I has allers heard that boys wornt good for nothin. I 'spresses no 'pinion 'bout dat, at present. What I *knows* is dat dey don't *git* nuffin in dis yere miserbul worl', ceptin kicks and cuffs an sottin's down. I hearn dat tell dere is folkses up Norf what sorry for de pore nigger. So dey is, I jedge, fur de men and de wimming, an' mos' 'specially fur de gals; but I don' see no signs goin fur to show dat dey keers for nigger boys. I t'inks dat de hull worl's out of jint in dis matter, 'specially since de Sunday-school's gone back on us, too. But I dunno of no way to help it, t'ings bein' as dey is now.

READING BOOKS.

Prof. W. T. Harris says: "Regarding the time required to complete Appletons' First Reader, I would venture to say that five months is, in my opinion, none too long a time. Pupils of eight years of age and over may do a little more than this. The average pupil of six years and younger may perhaps spend ten months to advantage.

"The Second and Third Readers may profitably occupy ten or fifteen months each. In my opinion the pupil should not be kept at work on the lower three Readers any longer than is necessary to enable him to read them readily at sight. With the Fourth and Fifth Readers the case is different. The selections in the latter are from classic writers, and involve peculiar difficulties in style, some more and some less. In mastering these pieces the pupil gains some new power in the use of language every day. Some new feelings or some new thoughts find in the lesson appropriate expression — expression that the pupil was previously unacquainted with and unable to use. This command of expression

gives the pupil a key to himself and to his fellow human beings and opens the way to directive power.

"For this reason the lessons in the Fourth and Fifth Readers should be studied, not merely to master the spelling and pronunciation of the words so as to call them readily at sight, but more especially to master the delicate shades of meaning, and contrast the felicities of expression in the lesson with the incapacities of the pupil's colloquial vocabulary. Several recitations may profitably be devoted to the study of any one famous gem of literature, inasmuch as, once mastered, it will permanently enlarge the pupil's ability to recognize and express subtle shades of feeling and thought. The proper recitation in reading will always be devoted —at least one half of it—to exercising the pupil in expressing the meaning of any unusual words and phrases in his own familiar language, and only one-half the time will be given to calling the words with proper pronunciation and adequate expression."

EDITORIAL.

On another page of the JOURNAL Supt. Shaw gives somewhat minutely an account of observations made upon a recent visit to the Cook county Normal school, now in charge of F. W. Parker.

Very few localities are entirely unacquainted with Col. Parker's work in Massachusetts as superintendent of the Quincy schools, and as one of the supervisors in Boston. That work attracted attention of leading teachers and school men, and has been freely described and discussed in the educational journals of the country, not only, but in the general newspapers as well. And in the main, that work was highly commended. Here and there extravagant claims for originality were denied, and occasionally a remonstrance against the value of some features of his methods was heard. But upon every hand and in every quarter, Col. Parker was recognized as embodying in his ideas and in his work a vigorous and healthy remonstrance against the prevalent mere mechanical routine in school work—the "machine," as the current phrase is. When, therefore, that gentleman, so widely and so favorably known was called to the principalship of a normal school in the west, so central in location, and so metropolitan in character, there was a universal expression of satisfaction throughout all this region, and the hope was kindled, that his presence and co-operation would greatly assist in the solution of some of the difficult problems attending the normal school question.

As said by Supt. Shaw, it is altogether too soon to pass judgment upon the success or failure of Col. Parker at Normalville. Besides the brief time which he has had in which to apply his views, and arrange for their fair exemplification, there is another fact which must not be overlooked. Hitherto, the work of Col. Parker has been in and with the public schools, and with the teachers of these schools in their immediate contact therewith. But in taking charge of a normal school a very different work presents itself. Here is a large number of pupils with varying scholastic attainments, with indefinite aims and plans, and with very crude ideas about what is involved in preparation for teaching. The problem now is, how to secure a fair degree of scholarship, inspire with worthy ambition, assist and promote the formation of clearly determined plans of procedure, as well as thoroughly ground in philosophy of education and art of teaching. And all this that hereafter, in actual contact with public schools, these present pupils shall evolve true art, tact, and skill in organization, management and instruction as teachers. This problem, no doubt, Col. Parker is most seriously considering. No man understands better than he, perhaps, that this is a work of time, and must be the result of manifold and well adjusted forces; that his own vivacious and magnetic contact, so well calculated to stimulate to instantaneous and high endeavor in his personal presence, must be supplemented by the persistent drill-master, by training in correct habits of study and recitation, by the abiding force of high moral purposes instilled by the slow process but steady pressure of daily and weekly and monthly application of moral principles as guides and gauges of human conduct. The efforts put forth to gather to his aid suitable persons thus to supplement his own work, are indications of intelligent grappling with the needs of such a school.

To what extent the normal school proper shall do academic, and to what extent professional work; what use shall be made of academic work, whether to secure better scholarship, or to illustrate correct methods of development; what shall be the character of practice teaching, how conducted, how supervised, and to what extent become a determining element in fitness for a diploma; these are some of the many questions which western teachers are looking to Col. Parker, and to the school of which he has been made the principal, to assist in answering. For this years, not months, will be required. But notwithstanding, a visit to Normalville in the earliest stages of this experiment is full of interest and teems with suggestiveness. The "free and easy" manners of pupils and teachers, the manifest absence of "rules" as restraints, and the substitution of individual sense of propriety and fitness, will shock the rigid disciplinarian; but the air of "business" that pervades the place, and the earnest and hearty interest, with which the advanced classes especially, respond to the demands of the principal, are inspiring and praiseworthy.

A HALF-DAY recently spent in science hall at the State University, has left us more deeply and favorably impressed than ever before, with the industrial features of that institution. We are sure that if the advantages which are there

afforded were fully understood by the people of the State, that hall, and the connected work-shops, would be thronged with students. Prof. Salisbury describes somewhat, in another place, some of the features of the celebrated Manual Training School at St. Louis, and perhaps not a few will regret they cannot take advantage of such a school, as they read the communication. Well, right here in Wisconsin, without charge for tuition, just such a school is open for every young man in the State, who has pluck and ambition enough to prepare himself for admission to one of the scientific courses of the University. With a very little expansion every feature of the St. Louis school not now incorporated, could be readily provided for. We understand the Board of Regents are ready and anxious to enlarge the scope and facilities of this department just as rapidly and as widely as patronage of it demands. The system now followed is very much like that outlined as obtaining at St. Louis; and under the directorship of Charles I. King, instructor in practical mechanics, and superintendent of the machine shop, some excellent work is being done. Young men who have taken this course have taken good positions, both as related to responsibility and remuneration, and it is a shame that there are not a hundred young men there all the time, instead of a pitiful half-score, under his admirable training. In these days when machinery does the work in the home, on the farm, in the mechanical trades, on the highways of travel and transportation, and in the great and growing mining industries of the country, it is surprising that every such school is not pressed to its utmost capacity with applicants for admission.

In the special report upon industrial education in the United States, prepared and just issued by the United States Bureau of Education, we find the following relating to the matter of which we write:

The University of Wisconsin introduced a course in mechanical engineering in 1877, and a shop was provided and equipped. Practice is continued throughout four years. Machines are constructed and a variety of profitable work done, as well as many processes learned solely for their illustrative and disciplinary value.

When the course in mechanical engineering was established, the work of fitting up a machine shop, in which instruction in practical mechanics and machine construction might be given as a supplement to that of the class room, was undertaken. A room 38 by 40 feet, 14 feet high, was set apart for the shop. Machinery and tools of the most approved kinds were procured. Among them were a planer, two engine lathes, a hand lathe, a milling machine, an upright drill, and a full complement of benches and bench tools. The motive power is furnished by a thirty horse power steam engine. Ten hours per week is required throughout the course.

The method of instruction is a combination of the Russian system with that followed at the Worcester (Mass.) Free Institute. Much practical work is done in the shop. One of the articles in process of construction in 1880 was an engine for the State Capitol.

Each student is required to construct the model of a machine previous to his graduation.

We hope no teacher will fail to read the article by Prof. Payne, on The Study of Pedagogics in the Michigan University.

We have two objects in view in publishing this article. The first is to call attention to the fact of the success of the effort to establish a chair of pedagogics in the University at Ann Arbor. There have been not a few who have decried all

such attempts. They have ignored the facts so strongly stated by Prof. Payne, as the reasons for establishing such a chair, or have seemed to think that the philosophy and the literature of education were too meagre in matter and in scope to warrant such attention. But at Ann Arbor, the subject widens and deepens as it is investigated, and has already grown beyond the ability of one man fully to cover. It would be interesting to know what incidental benefits have accrued to the institution itself, in the way of improved methods of instruction. No doubt these have been considerable, and will be more and more manifest as the years go by. In another way, by attracting a class of students who desire to obtain this professional instruction, who will be a bond of vital and practical union between the University and the public schools of the state, this teacher's course, ultimately, must become of very great value to both the University and the public schools.

Our second object in publishing the article is to make it the occasion of calling the attention of all teachers to the course of professional reading or study, so clearly outlined by Prof. Payne. It is a significant fact that the experience of the past three years has led to the formal adoption and continued use of text-books on the subjects considered in the pedagogical course, and the Professor has kindly designated such as he has found most useful for study. These statements ought to be suggestive, of practical value, and made use of by enterprising and progressive teachers everywhere. They indicate what experience and intelligent observation have determined as useful. The course is not extensive, or expensive, in its elementary outline, although susceptible of such expansion as the means or the inclination of any teacher may warrant. It is not necessary to go to Ann Arbor to derive any benefit from this course. Large measures of the benefits may be obtained at home, by private or associated study and reading if systematically entered upon, and persistently prosecuted.

THE WISCONSIN TEACHERS' ASSOCIATION will hold its annual meeting at Sheboygan, July 11th, 12th, and 13th, opening on Wednesday evening, July 11th, and closing on Friday, in time for members to leave on the afternoon and evening trains. The annual meeting of institute conductors will be held at the same place, opening on Tuesday morning, July 10th at 8.30 o'clock, and continuing through that and the following day. We publish the programme of the latter meeting, and also those of the Teachers' Association, and of the meeting of the city and county superintendents. On Thursday afternoon, as will be seen by reference to the programme, the meeting of the city and county superintendents will be held. The exercises are to be of a character to interest all likely to be in attendance upon the meeting of the Association, but it is hoped that superintendents will make a special effort to be present, participate in, and give such direction to the discussions, that unity, efficiency, and co-operation for the year to come will be largely promoted.

WE have been permitted to examine the proof-sheets of a new School Register, Class Book Record, and Ledger, for public schools of Wisconsin and adjoining states, which are now in press, and are soon to be published by Messrs. Donohue & Hennebery, Chicago. They are based substantially upon the forms recommended by this *Journal* in former numbers, are adapted to the course of study for ungraded schools, are simple, yet complete, and no teacher or school officer can fail at a glance to determine just what entries are to be made. They will furnish just what has long been needed, and largely called for in the line of school records.

PRINCIPAL J. M. RAIT, of Manitowoc, has resigned the position he held at that place, and has removed to Dawson, Dakota, to engage in the real estate and loan business. Mr. Rait graduated at the Platteville Normal School in the class of 1869, and has taught in the public schools of the State almost constantly since, holding many responsible positions. Upon the occasion of his withdrawal from the school at Manitowoc, his pupils united in presenting him with a fine gold pen and holder, as a token of their esteem and good will.

ONLY one book in several hundred ever reaches a second edition. The TEACHERS' AND STUDENTS' LIBRARY is destined to run through many editions. It is the *most complete*, the *handiest* and *most practical* work which we have ever examined. It contains in one octavo volume just what every person should know. The teacher who places it on his desk will not part with it. The work is published by T. S. Denison, Chicago. Price $3.00.

MONTEITH'S POPULAR SCIENCE READER. BARNES' ELEMENTARY ARITHMETIC. BARNES' NATIONAL ARITHMETIC.

These books are all from the house of A. S. Barnes & Company, New York and Chicago, and give evidence of the purpose of this firm to keep abreast of the most enterprising in the preparation and publication of text-books of the highest merits. The Arithmetics are prepared by Joseph Ficklin, Ph. D., whose mathematics are favorites with many teachers. They have some features that will repay examination.

The reader is full of attractive and instructive illustrations as well as letter-press matter.

SAINT NICHOLAS, for June, is one of the very best numbers ever published. We do not see how it can be surpassed, in matter or in illustration. It is almost a cruelty to deny a family of children the luxury of its monthly visits when they can be secured at $3.00 per year by addressing The Century company, New York.

A NEW POLITICAL ECONOMY, By John M. Gregory, LL. D. This most excellent treatise on a subject which is more and more attracting attention and exciting interest in this country, is published by Van Antwerp, Bragg & Co., Cincinnati. The book is the product of years of study and teaching, and is an effort at restatement of the principles and truths of the science with clearness and impartiality. Pres. J. L. Pickard, formerly state superintendent of Wisconsin, says of the work:

In describing the science of wealth he uses largely the graphic method, and presents to the eye of the student some admirable illustrations. His tri-section of the circle of industry, wants pressing upon work, and work leading to wealth; his triangle of value inscribed with sides corresponding to the tri-section, utility to wants, efforts to work, and ownership to wealth, are a happy conceit of a successful teacher. The diagrams introducing the various divisions of the work are very helpful to the student. The style of elucidation is clear. His definitions are clearly drawn, and very generally observed by the author. The discussion of the relations of capital to labor and his view of "The Market" are valuable features of the work. He prunes the ordinary political economy of much that seems to the author as specially pertaining to the departments of science.

NEW ELOCUTION AND VOCAL CULTURE. By Robert Kidd, A. M. This is a revision and re-arrangement of Kidd's Vocal Culture and Elocution, which for twenty-five years has been very popular and in continuous use in many parts of the country. The instruction and practice exercises in vocal training, are judicious, the selections for reading are the gems of classical literature both ancient and modern, and the entire book is marked by the absence of what Col. Parker denominates yell-ocution. Published by Van Antwerp, Bragg & Co., Cincinnati.

EDUCATIONAL MEETINGS.

WISCONSIN TEACHERS' ASSOCIATION.

Thirty-first Annual Session, at Sheboygan, July 11-13, 1883.

The programme as far as it can be announced at this writing is as follows:

1. President's Address.
2. Address — Pres. J. W. Stearns.
3. Industrial Education — Hon. Joshua Starks.
4. Penmanship in Schools — Prof. C. C. Curtiss.
5. History in School and Beyond — Miss Mary Flanders.
6. Development of the Historical Sense — Prin. F. G. Young.
7. Illustration in Teaching — Prin. Wm. Walthers.
8. Spelling Reform — Pres. G. S. Albee.
9. Pupil and Teacher — Miss Jane L. Terry.
10. Some Attempts at Nature Study — Prin. Edwin R. Smith.
11. Public Libraries — Supt. C. A. Hutchins.

12. Has the Teacher a Profession — Miss Mattie E. Hazard.
13. The Outlook — Supt. R. Graham.
14. Class Exercise in Language — Miss Alma Sherwood.
15. Address — Rev. G. E. Gordon.

The different subjects presented will be open for discussion.

All railways in Wisconsin return members of the Association who have paid full rates one way, for one-fifth regular rate.

Hotel rates: Park Hotel and Pape House, $1.50 to $2.00 per day. Persons so wishing, can be accommodated in private families.

C. F. VIEBAHN, *Pres.*
W. J. BRIER, *Sec.*
B. R. GROGAN, *Ch'n Com. of Arrangements.*
G. S. ALBEE, *Ch'n Ex. Com.*

CITY AND COUNTY SUPERINTENDENTS' MEETING,

At Sheboygan, July 12, 1883.

1. Opening Address — Hon. W. H. Chandler.
2. Influence of Examinations on Teaching — Supt. J. T. Lunn.
3. Helps to Efficient County Supervision — Pres. Geo. S. Albee.
4. Mistakes in Schools — Supt. Ed. McLoughlin.
5. Function of a High School in a State System — Prof. A. F. North.
6. Address — Hon. J. G. McMynn.
7. Legal Abilities and Disabilities — Supt. B. M. Malone.
8. The Use, Abuse, and Banishment of Text-Books — Supt. W. E. Anderson

An opportunity for discussion of each paper will be afforded immediately following its reading.

ROBERT GRAHAM,
Chairman of Ex. Com.

INSTITUTE CONDUCTORS' MEETING.

The usual annual meeting of Institute Conductors will be held in the city of Sheboygan, Tuesday, July 10, 1883, commencing at 8:30 o'clock, A. M.

The following programme will be carried out.

1. A course of study for ungraded schools. Advantages. By whom and in what manner established and introduced.

R. GRAHAM, State Supt.

2. Fundamental principles and essential points of a course of study for ungraded schools. Obstacles.

Adapted for Institute exercise.

Prof. J. B. THAYER.

Discussion.

3. Limitations to a course of study for ungraded schools. (a). What must be included. (b). What may be included. (c). What must be excluded.

Adapted for Institute exercise.

Prof. W. C. SAWYER.

Discussion.

4. Institute exercises in the following named branches, in outline, for five days' institute work, illustrating continuous and progressive work through the three forms:

Language — Prof. H. D. MAXSON.

Writing. Arithmetic. } — Prof. A. J. HUTTON.

Geography — Prof. J. B. THAYER.

Discussion.

5. Character of exercises, additional to above, to be included in Institute work the ensuing year.

General discussion.

ROBERT GRAHAM,
Chairman Com. on Institutes.

NOTES.

HARRY MARTIN has received the appointment of school superintendent of La Fayette county, vice C. G. Thomas resigned. Mr. Martin is a graduate of the State University, and is a thorough scholar as well as a pleasant and clever gentleman.

WHAT is known as the Wisconsin method of grading schools is attracting much attention in the west, and is being generally adopted. The prominent features of this plan are as follows: A course of study embracing the elementary branches, the classification of the pupils of each school into three grades, primary, intermediate and grammar; defining the regular steps to govern the promotion and graduation of the pupils, and the use of a simple and yet complete method of school records.— *Racine Advocate.*

THE competitive examinations for appointment to West Point from the First congressional district were held in Beloit, the board consisting of Hon. H. G. Winslow of Racine, Hon. O. H. Feathers of Janesville, and Dr. H. P. Strong of Beloit. Five young men presented themselves for examination — viz., Will C. Holborn, Racine; Claud C. Seeber, Waterloo, Jefferson county; Herman K. Curtis, Hebron, Jefferson county; William Arthur Knilans, Delavan; Morgan Bushnell, Beloit. The latter was the successful applicant, receiving the highest mark, 95¾, Curtis second with 92⅝, and Holborn third with 92⅛. Young Bushnell was 17 years of age in April, and is the son of Mrs. J. J. Bushnell of Beloit, widow of the late Prof. J. J. Bushnell, for a long time a member of the faculty of Beloit college. He is a fine student and a member of the class that graduates next June.

PROF. G. W. REIGLE sends us a circular of a "School Fair" to be held some time in June in Spring Green. A great list of prizes is offered for various things in competition. Among them are Shakespeare's complete works for best hand laundried shirt; a canary bird for best printing by class D primary; a silver butter knife for best hand hemming; a jack knife for best top made by a boy under twelve; a harmonica for largest wooden whistle; a 50 lb. butter tub to the boy showing the largest fish caught the day before the fair; an album to any boy under eight for best fifteen rulers, and a knife for best picture frame made by a boy in the primary. Any scholar under twenty in Spring Green or seven adjoining towns can compete at the fair. The idea seems to be a good one, and will stir up the interest of pupils and parents in the schools.

The following from the *Delavan Enterprise* applies to that good and solemn man, Prof. Elias Dewey, principal at Delavan:

At the high school one day last week, the selection for the morning's reading was the 9th chapter of St. Mark. The professor was detained by the school board and the reading had proceeded as far as the 13th verse, when the door opened. The tall form of the professor appeared in the door way, and the earnest voice of the assistant announced, "But I say unto you, that Elias is indeed come." It was irresistably funny, and there was a short pause before the pupils could regain their self possession sufficiently to read the response.

MISS M. MEARS, of Flambeau, has been appointed County Superintendent of schools of the new county of Sawyer, in this State; and Miss Clara Stratton, of Rice Lake, County Superintendent of the new county of Washburn.

IT is announced that Second Lieutenant Chase, U. S. A., who has been stationed at Galesville Military Academy for the past few years, has been detailed by the war department to fill the position made vacant last fall by the resignation of Captain King, U. S. A. Lieutenant Chase has been looking the University and its surroundings over, and reports that he is well pleased with his new location. He will take charge of the battalion next fall.

MR. CYRUS WOODMAN, of Cambridge, Mass., in early times a business partner of ex-Governor C. C. Washburn, now deceased, has made an endowment of $5,000 to the State University, for the establishment and maintenance of the Woodman astronomical library in connection with the Washburn observatory. Mr. Woodman appointed Chief Justice Cole, Col. Wm. F. Vilas and Prof. E. S. Holden as trustees of the fund, which is now in the hands of Col. Vilas for investment. The terms of the gift are that one-half of the income shall be applied as it accrues to the purchase of books, as it may be needed; the other half shall accumulate for a period of years and then be applied to the uses of the library, either for books or for the erection of buildings therefor; and if a surplus remains after the needs of the library are fully met, it is to be applied to the other uses of the university. The endowment was made upon the 14th of May, the anniversary of the death of Gov. Washburn. All those who are interested in the prosperity and growth of our grand State University will regard the

beneficent action of Mr. Woodman with very great pleasure and satisfaction, and will trust that it may be emulated by other gentlemen.

THE city of Watertown is to build a new high school building the present season, costing $12,000.

MRS. H. H. POTTER and Mrs. M. M. Davis have been re-elected members of the board of education of the city of Baraboo for two years.

THE graduates and old students of Milton college, are to hold a general reunion of their number at that place, upon the occasion of the forthcoming commencement, June 27th. W. P. Clarke is chairman of the local committee of arrangements. In a published circular he says: "Old Milton boys and girls," scattered through the states of the east and west, will then endeavor to be present, to renew former friendship, to inquire after one another's prosperity, and to bid the institution God speed in its successful work. The old teachers have been invited to meet these students at that time, and many of them not living here have already signified their determination to come. The faculty and the present students of the college, together with the citizens of the place, will heartily welcome all who "wend their way back to Milton."

A NEW school law went into operation in California on the 28th of April. The principal feature of the law is that several contiguous school districts in the country may unite and establish a common grammar school of high grade, where pupils may be fitted for college. The advantage of this provision is that farmers who wish to prepare their children for college can do so without the expense of sending them away from home.

THE trustees of the John G. Green estate, from which Princeton College has received nearly a million and a half of dollars, have determined to endow a preparatory school at Lawrenceville, N. J. The Lawrenceville school is to be on the model of the English schools at Rugby and Eton, with such modifications as a careful study of the educational methods in vogue here may suggest. Mr. Mackenzie, the head-master, will have five under-masters. Each will reside in a separate house, with a certain number of pupils in his charge. There will be a large building containing a library and recitation-room, and a dormitory for the larger boys. The number of pupils will be limited at first to two hundred, and the age of admission will be from twelve to twenty. The yearly expense will probably be from $300 to $400.

THE PENNSYLVANIA EDUCATIONAL BUREAU supplies teachers for schools and families without charge. Well-qualified teachers desiring positions should send postal for application-form and testimonials.

Address L. B. LANDIS, Manager,
Mention this Journal. Allentown City, Pa.

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AN EXPERIMENT.

BY L. W. BRIGGS, DIRECTOR OF MODEL SCHOOL, OSHKOSH.

Perhaps your readers will be interested in the record of an experiment made with a class in reading in the model department of the Normal School at Oshkosh.

This class was organized in September, 1881, and consisted of seven boys and ten girls between the ages of eleven and fifteen years.

At the first meeting the teacher stated what he hoped to accomplish — that each pupil might learn to read aloud with ease to himself, and with pleasure to the listener; that each might learn to read silently so as to grasp the author's thought; that good books should be appreciated and read; that the children should learn to select that which is suitable to read, and be ashamed to read much of the literature which is afloat.

To secure good reading in class was an easy matter — only those who could read with comfort to all concerned were allowed to read aloud.

This made special preparation necessary. Reading aloud at home, during intermisssion at school, whenever it did not disturb, became the fashion. Some pupils, who at first could not read in class, soon became the leaders of the class, then the time was equally divided among the members.

To teach effective, silent reading was much more difficult. That

each paragraph should form a mental picture, and a story form a series of these pictures, seemed beyond the power of the children.

The image of the paragraph was frequently distorted, the series was nearly always broken.

The first attempt was made with the reproduction of a few pages of The Legend of Sleepy Hollow. One pupil saw no humor in Irving; another saw nothing else; one could reproduce only what referred to a horse, another was fascinated by the uncouth figure of Ichabod Crane, while another was impressed by his thrifty spirit.

From the entire class, but two pupils could furnish a complete sketch of the half dozen pages just read.

There were two points of difficulty that developed as the work went on. Each new author furnished the children with a partially new vobcabulary which called for much attention,—and they were not trained to form impressions promptly and lay them aside, with the assurance that they could recall these impressions at will.

The first difficulty grows less apparent with increased study of good authors; the second difficulty is in a measure met by discipline of work and increasing maturity of mind.

What the children read is a delicate subject for the teacher to approach. Their reading matter is largely supplied by their parents, and any direct, adverse criticism on what is read, given by the teacher in the school room, strikes with double force at home, and tends to provoke opposition, rather than co-operation, where either is most powerful.

The class was furnished, at first, with "American Classics." This gave the occasion to discuss different authors and some of their works,—to call attention to some things worth reading, and why worthy. And these talks led the children to mention what they had read at home, and to ask the teacher's opinion as to the value of what they had read. Here was opened the opportunity desired for a free discussion with the children of the merits of much that forms the staple reading at the various homes.

With the present month this class closes its work. The members go their different ways — some to return to the school in the Fall, but in a different department,— some enter other schools,— and some take up the work they now hope to follow through the years.

In the two years the class has read in the recitation room American and British Classics and Hamlet.

It became more a club than a class, wherein membership imposed the condition of strenuous preparation.

The "Classics" are full of allusions, thus bringing in much history, biography, mythology, and geography. The teacher hopes that good habits of reading have been formed, and that a basis has been laid for broad culture.

Each pupil has prepared a list of books which he has read at home during the year ending May 20, 1883. I have prepared a table showing how many pupils have read each work named:

Little Women	4	Life of Marie Antoinette	7
Eight Cousins	1	Life of Empress Josephine	2
Old Fashioned Girl	2	Life of James A. Garfield	3
History of U. S	9	The Century	3
History of England	8	St. Nicholas	5
History of Greece	1	Harper's Magazine	8
History of Rome	1	Youth's Companion	6
Tom Brown's School Days	4		

Number who have read the whole or a part of the following:

Dickens	7	Zigzag Journeys	4
Shakespeare	4	Longfellow	4
George Eliot	1	Harriet Beecher Stowe	2
George MacDonald	2	Tennyson	2
Mrs. Holmes	6	Dr. Holland	1

Such an amount of reading as is represented by the above list cannot come under the direct supervision of the teacher, but he can indicate what it is well to read,—can loan books and thus induce an interchange of good books in the class, and can call for abstracts of what has been read. The notice of these abstracts in class takes time.

The review of the first set of abstracts handed in, occupied the class hour for four days; but it was time well spent, for it gave the pupils an ideal to guide them in their future reading. These abstracts were frequently informal talks and outside of class work.

A large number of miscellaneous books was read, of which the larger portion was drawn from a S. S. Library.

One little girl furnishes a list of eighty-three books and papers, and in this case, more than one-half the number was drawn from a S. S. Library.

These S. S. books usually do not fall under the head of pernicious literature, but such wholesale reading is pernicious in result.

One list I copy entire. This list represents the work of a girl of fifteen, who reads each day, and at evening spends one hour with her father in the discussion of what she has read.

"Robert Falconer, Adam Bede, David Elginbrod, The Haunted Man, The Chimes, Cricket on the Hearth, The Battle of Life, A Christmas Tree, A Christmas Carol, History of U. S., Rab and his Friends, Miss Alcott's Works, Saxe Holm's Stories, St. Nicholas."

Perhaps it is unnecessary to add, that this girl has not attended school regularly during the year.

The girl who read eighty-three books and papers during the year, represents one extreme in reading, while the other extreme is represented by the girl who writes as follows:

——— CITY, May 24, 1883.

"I rec'd your note of the 23d, asking for the list of books that I have read during the last year.

"I am very sorry to say that I have not read any book through, for when I go out home I always have something else to do, and when I am down here, I have my lesson to get, and so do not have any time to read. But I will tell you what papers I have read — Weekly Northwestern, Portland Transcript, and Youth's Companion.

I have read a part of the Building of the Nation, and intend to finish it some time.

"Yours truly,
"——— ———."

I said at the outset, that this was an experiment; it was rather a series of experiments, covering eighty weeks of school and home life.

The teacher became acquainted with the children,— could follow the working of the mind of each,— could see the mental attitude with which each received a new subject,— and thus knew how to touch the thought of each pupil in order to bring about a desired result.

The reading capacity of boys and girls of different ages, coming from a variety of homes, and differing in previous training, was well tested. It was found that children appreciate the same authors as do their parents — there are degrees of appreciation.

And the reading itself was tested. It seemed the visible agent for

inducing study in various lines — the basis for composition and recitation, the promoter of discussions on etiquette, morals, and manners,— and it led us out into the broad highway of newspapers and magazines which told us of the busy world's work.

The allotted time for the reading with this class has passed, the record for the two years is made up; we may not revise it, but we may review. And as we look back in our re-view, we see, now, how small a matter was a single personal success or failure — a day's absence from class; and how great a matter was the spirit which pervaded the work — the general trend of the whole work, the sympathy which bound pupils and teacher, and through which the teacher lived with and animated the pupils.

The special work of the teacher will soon be forgotten, special authors, named or studied, will soon lose prominence, special drill will make no lasting impression; but the earnestness of the two years' work, the attempt to grasp facts, or grapple with ideas too big for us, the patient search after related facts, or after obscure meanings, the persistent attempts to do some work well, the slow development of higher ideals,— these will never be effaced; they are imbedded in the nature of each pupil, they are among the elements into which the rootlets of his mind dip down for food.

PRACTICAL ASPECTS OF INDUSTRIAL EDUCATION.

BY PROFESSOR H. H. STRAIGHT, OSWEGO STATE NORMAL SCHOOL.

There is a growing feeling among the students of industrial problems that our whole conception of education in general and of industrial training in particular needs revision and enlargement.

This principle is based upon such easily observed facts as the following:

1. Paupers are on the increase.

2. Our schools too often educate their pupils out of harmony with their environment, thus justifying the charge that education (falsely so called) unfits its possessors for useful industry.

3. The simpler and less important positions in the world's workshop are, as a rule, greatly overcrowded, while in the upper stories there is a vast amount of unoccupied space.

4. The work done in the lower stories is often exceedingly shabby.

5. Many who aspire to the upper stories fail to enter, or if they apparently enter, soon end in failure.

6. The chosen few who truly enter and build up magnificent industrial fabrics, with the splendid fortunes which such fabrics imply, fail to educate their children to carry on their good work, or to do work of similar value in some other department of useful industry.

7. A whole community of prosperous workmen may be well nigh reduced to beggary by the coming of some new invention, or by change in the fortunes or tastes of consumers.

8. When old industries are swept away and new ones established on the wrecks, there is usually little power on the part of workmen to adapt themselves to the new conditions.

9. The relentless law of the survival of the shrewdest and most unscrupulous, instead of the Christian law of mutual consideration and co-operation, too generally prevails among individuals and all kinds of human organizations.

That all education should be industrial and that everybody should be industrially educated, we believe to be a perfectly tenable proposition.

For one to be industrially educated he must be in possession of the following elements:

1. An industrial disposition, which leads to a cheerful and even happy devotion to some chosen employment, as the avenue through which to make his contribution to the world's wealth.

2. Industrial knowledge—such general and special knowledge as will put him in possession of the best human experience in the direction of his chosen vocation.

3. Industrial power—such a development of physical, intellectual and artistic power as will remove as far as possible the chances of failure, and by giving a just consciousness of strength, will enable him to work always with the hope and expectation of success. Will not all admit, that it is at least desirable that such education should become universal?

In the brief time at our disposal we can scarcely outline the place the public schools should occupy in the development of such a scheme and in the accomplishment of such results.

How can the industrial disposition be fostered? How can industrial knowledge be most economically and efficiently imparted? How can industrial power, physical, intellectual, artistic, be developed? How can the different classes of the world's workers be brought into intelligent sympathy? These are the great questions pressing for solution upon society in general and upon the teacher in particular.

Probably no friend of industrial education would claim that farmers, mechanics or artisans of any kind, as such, should be fitted for their especial work in the public schools, any more than that these schools should undertake the training of physicians, lawyers, painters, sculptors, statesmen. The public schools should rather form the road leading up the base of the mountain of industry and art, thence branching to the various heights of the special industries, each special height having at its base a special school to fit its students for its climbing.

As all classes of our people are to be citizens of one common republic, popular education must extend sufficiently far to prepare for the one great common industry of citizenship. The power to read, write and cipher may be destructive or helpful to good citizenship according as it is or is not guided by an intelligence suffused with a conscientious regard for the rights of all men. This intelligence and regard can be developed only as the work of the schools is based upon a sound platform of principle. We believe this platform can be made so broad, so catholic, that its inherent naturalness and divinity shall be so readily apparent that men and women who desire to make united effort for the good of all can stand upon it. In the first place the schools must recognize the true nature and place of the industrial instinct, that is the creative instinct, one of the profoundest of the human soul, and one of the earliest to manifest itself. The plays in which a child finds his greatest delight are all embryo industries. My little two-year-old, who with his blocks and sticks builds a barn for his rubber camel, is as truly creating as the architect who with great skill constructs a palace. Why should not the *joy in producing* which forms so large a part of the child's happiness be carried forward into the industries of maturer years, deepened and ennobled by a knowledge of industrial relations, by experience of the value of

industrial products, and above all by consciousness of duty done in the contribution made to human comfort and well-being.

Give this instinct a proper development, join with it the best human intelligence and the best human benevolence, and you have the ideal man, the man "perfect as his Father in heaven is perfect."

In the second place, the schools must make a wise selection from the accumulated knowledge of the world.

They must impart the knowledge which will enable their students intelligently to decide which one of the special heights of industry and art each is best fitted to climb. They must give that knowledge which will reduce to a minimum the difficulties in the way of change from one industry to another often rendered necessary by the accidents of time and fortune.

All classes of citizens must have that knowledge which will form a basis for intelligent sympathy and appreciation among the different classes of workers and necessary to the action at the ballot box, to the end that each may recognize all as honorable and necessary parts of the grand industrial whole.

In the third place, the public schools must develop general industrial power: (*a*) *physical power*, taking the best physiological knowledge the age affords, and under its guidance developing a body capable of enduring all the fatigue and strains which at least the ordinary exigencies of life are likely to bring upon it; (*b*) *intellectual power*, imparting the knowledge it is their duty to give according to the laws of mental assimilation, as discovered and interpreted by the best students of mental growth, to the end that mental dyspepsia may be avoided and that the best intellectual conditions may exist for the quick and accurate solution of at least the ordinary problems of life; (*c*) *artistic power*, such a development of the sense of the beautiful as will enable our people not simply to enjoy the beautiful in the objects about them, but such as will give a *finesse* and finish to whatever work they undertake, whether it be the culture of corn, the making of a coat, the building of a house or the hanging of a picture. Every workman should have in the largest possible degree the fine feeling of the artist, while every artist should be recognized as a workingman.

Over all this knowledge and these powers a conscience should

preside that can say "*ought*" and "*ought not*" so loudly and distinctly that its commands cannot go unheeded.

This work is all to be done in the schools through the ordinary subjects properly related and taught.

I do not believe in multiplying subjects in our school curriculum. I believe most thoroughly in reducing them. Even among the old Greeks the time came when the complaint was made that the children were pestered with a multitude of subjects, all thought necessary to a proper education, and accordingly all imperfectly acquired. The territory and the time from which the Greek drew thought was but the merest fragment of that from which thought and material come pouring in upon the modern child. All ages and climes are pouring their accumulated treasure and filth upon him. Selfishness and ignorance, backed by the hoarded wealth of generations, combine to force into his unwilling and aching mental stomach the products alike of malicious, shallow and noble brains. The multiplication of subjects of study in the schools of ancient Greece was accompanied by a decline of mental vigor and spontaneity.

The only hope for our future lies in a wise choice of subjects for our schools, in a wise conservation and expenditure of the energies of our children. This multiplication of subjects, it seems to us, has grown out of a lack of proper appreciation of the essentials of the great departments of knowledge, and their proper relations. What God has joined together, man, partly through ignorance and partly through desire of gain, has virtually put asunder. Closely connected lines of study have been isolated, Great departments of thought have been cut up into petty fields and then each little quarter lot so covered by rubbish that teacher and pupil alike have been starved and enslaved when they ought to have been made vigorous and free through a knowledge of the truth.

Industrial knowledge consists in acquaintance with industrial materials, processes and relations.

Industrial materials are the various natural forces, together with certain substances from the mineral, vegetable and animal worlds. Industrial processes are those operations by which crude materials are converted into forms adapted to man's needs. Industrial relations imply the mechanism of exchange and all those considerations dealt with in political science.

Let us consider briefly the possibilities of arithmetical teaching as a means of imparting solid industrial knowledge.

PRACTICAL APPLICATION OF ARITHMETIC.

It was doubtless a great gain in teaching the elements of arithmetic when beans, corn, blocks, etc., were substituted for abstract statement. The principles stated and illustrated by Grube, Horace Grant, Colonel Parker and others, that a great variety of objects should be used in teaching number, that change from one class of objects trains the observing powers to make distinctions and classify things, are sound from the standpoints both of principle and practice. The illustrations used are all good; we only suggest what seems to us an improvement and a great gain.

During the last few years we have been experimenting with classes of children in a variety of ways. One general conclusion from these experiments is that number lessons can be utilized in teaching children to recognize a large variety of industrial materials, and this too with a positive gain in interest and impressiveness to the work in number itself. Children in this way can be taught to recognize the common and useful trees by their leaves, fruit, wood, etc.; the common rocks, minerals, ores; the more important kinds of goods used in clothing, etc. The fragments to be had at the shops of the tailor, milliner, dress-maker, upholsterer, of any town, would supply without cost all the materials desired in this direction. Samples of these materials could be artistically arranged in numerical designs upon thin board or pasteboard and hung upon the walls for constant reference and review. It is no more difficult to say two elm leaves and three elm leaves are five elm leaves, two dandelions and three dandelions are five dandelions, etc., etc., than to say two beans and three beans make five beans, or two blocks and three blocks are five blocks.

A second conclusion from our experiments is that measures, weights and moneys can be taught more efficiently than now along with the early teaching of the fundamental arithmetical processes. Number, the idea of the single and plural, enters into all our knowledge both of the external and internal worlds from the time consciousness begins to act until death. Our very first act of knowing is the recognition of a difference between *two* sensations. Distinguishing external objects into the single and plural, the one

and the many, the little and the big, is one of the earliest lines of investigation for the infant and child. The work of the first few months of school life is to bring this unconscious mathematical experience out into consciousness, and give the child the beginning of the exact and quantitative method of study. A child can very early learn to count twelve with the objects before him; can then learn to find the number of objects in a given group by counting, then by a single glance when the groups do not contain a larger number than he has learned to count.

He can just as easily and in the same connection learn to recognize an inch, two inches, twelve inches, and can draw given numbers of lines of these lengths; can cut them out of paper, pasteboard and wood. Similar work can be done with the foot and yard. Corresponding work can be done with the square and cubic inch and foot. The French measures can be used exclusively or in connection with the English. Additions and subtractions can be performed with objects of these dimensions in the same manner as ordinarily with beans and blocks. The blocks may be made of wood of different kinds. Thus at the same time and with additional interest and effect there can be taught:

1. The fundamental numerical operations.
2. The recognition of the useful woods.
3. The recognition of exact dimensions and proportions.

This last would lead at once into the investigation of the *dimensions* of the school-room, the objects in it, the parts of their own bodies, etc., etc. The sense of dimension and proportion generally so poorly cultivated, so important in numerous arts and industries, would thus receive an early and full development. The constant drawing of these forms and dimensions, crudely at first, but more perfectly with practice, would lay an early and solid foundation for both mechanical and artistic drawing.

Why should not children early learn to mix paints and adorn their squares and cubes with the principal colors and their simpler hues and tints; then with this as a foundation go on to represent nature's simple colors in the plant, animal, rock and sky? Thus not only would color blindness be detected, but the color sense would be thoroughly developed, and the foundation laid in the knowledge and power given for successful work in numerous lines of industry.

We would then urge the practicability of using common industrial materials, objects of definite dimensions, weights, colors, imagined values, as the objects by means of which to develop primary conceptions of number and of numerical operations, thus adding to the interest, saving time and imparting industrial knowledge.

For advanced work in the development and application of arithmetical principles, we would use simple scientific apparatus as we have on exhibition, or those materials which would lead at once into some principle of political economy.

It is our conviction that during the time ordinarily spent by a class upon ratio and proportion, there can be given a better knowledge of these subjects, as such, than is ordinarily given, and in the same time there can be taught by actual experiment the law of action of the lever, the laws of vibration of the pendulum, the number of vibrations in each note of the musical scale, and still other important scientific principles. The pupil will certainly have at the end a tolerably correct idea of the mission of ratio and proportion in the scientific and commercial worlds. He will not be likely to make those failures in the application of simple arithmetical principles to scientific and commercial problems with which he is at present justly credited. The result of such a method would be that the place of mathematical science in the progress of civilization would be definitely shown, and the whole study would be dignified and glorified, as is every kind of truth when its true place and mission is discovered.

Do I hear you say, "This is all very fine in theory, but impossible in practice;" "We cannot get the apparatus, we cannot find the teachers?" As for myself, I have no time for building castles in the air which cannot be brought down to earth and built of solid material. Here are a few facts bearing upon the question:

For a few dollars a working room can be fitted up where all necessary apparatus can be made. There is no school where girls and boys will not become enthusiastic in this kind of work, provided they have a little direction and encouragement of the right sort. The necessary funds for a beginning may be furnished by an exhibition or a subscription from parties to whom the subject has been properly presented. It is our very positive conviction that from a

much smaller sum than most people imagine, there can be fitted up a school workshop in which the following results can be accomplished:

1. There can be made all the apparatus necessary to give a most excellent course in the elements of physical science.

2. There can be made wholly or in part blocks, weights, etc., whose use we have described.

3. Old bottles, test tubes, tumblers, etc., can be graduated for the practical teaching of the liquid measures, each pupil having his own set of measures.

4. Easels, rules, etc., can be made for use in drawing.

5. Cases, shelves, brackets, etc., can be made for collections and for beautifying the room.

6. Pictures can be framed.

7. There can be made most if not all of the needed gymnastic apparatus, i. e., clubs can be turned, etc.

In short, the pupils can do a very large part of the work of properly fitting up the school-room. This work can be so planned as to teach in the doing of it the fundamental process concerned in the various industries that deal with wood and metal. All this could be fitted into other lines of industrial work, sewing, modeling, etc., etc., and thus there might be worked out a consistent and comprehensive scheme of general industrial training.

Where are the teachers to be had? Let those who are giving their best thought to the problems of education first determine the sort of work that can and ought to be done in the schools, then let them submit their plans to the people through press and platform, then reform the normal schools to suit the desires and demands of the people thus instructed.

Consider for a moment what can be gotten out of a single piece of apparatus such as this system of levers.

1. There are the industrial processes concerned in its manufacture — making a smooth surface, a straight edge, a good joint, dividing the lever into equal parts, adjusting weights, little or more work with metal according to taste and time; the wood may be finished for oil, varnish or paint.

2. A good lesson in form can be given upon it.

3. It affords an excellent exercise in drawing.

4. A series of simple experiments involving no mathematics can

be performed and made the basis of a series of simple language lessons, the children observing the experiments and describing what is done and the results.

5. All this prepares the way for experiments involving arithmetical processes and leading to the law of the lever's action.

I can imagine no better way of teaching ratio and proportion than through the results obtained from this series of experiments.

The stimulus, interest, definiteness of thought coming from this method would more than compensate for the extra time.

6. The story of Archimedes and the discovery of the principle of the lever would interest a class of almost any age. Nothing could be better to cultivate language and develop the historical sense than the reproduction of such stories in oral and written speech.

This illustrates the use to which I would put every piece of apparatus in our exhibit.

There is another very important item. The *forms* in which arithmetical quantities are actually put in commerce and science should be the *forms* in which they come before the children in the schools. Thus they should learn the ordinary business forms and operations, and should get a sense of the values of industrial products in connection with their regular work in school. Punctuation, forms of address, nearly all the mechanism of written speech commonly treated in works upon the elements of composition and rhetoric can all be taught incidentally in connection with such language lessons as I have indicated.

During the last year I have had the reproductions of lessons in physics, geology, natural science, etc., put in the form of letters, advertisements, etc. The novelty added to the interest, while the many changes in the points of view stimulated thought, and the work as a whole made a deeper impression. The special value to the pupils of our schools of the work involved in such an industrial course as we have indicated would be:

1. The cultivation of observation and judgment, the discipline of hand and eye, obtained in this way would not be second to that obtained in any other way.

2. The course in mathematics, together with the course in language and geography, could be made the means of acquainting

them with other natural products and forces, which underlie all industries and all arts.

3. They would learn in a general but efficient manner the fundamental industrial processes, which underlie the more special processes of the common arts.

SCHOOLS AND SCHOOLMASTERS OF GERMANY.

BY SEBASTIAN THOMAS, LODI, O.

Since Francke's time the schools of Germany have sustained such a reputation of superiority, that they have compelled universal admiration, and have ever since served as models by which the schools of other nations have been organized. But whatever merit of excellence may be claimed for them, their reputation, nevertheless, depends not so much upon the system by which the schools are managed, as upon the character and ability of the schoolmaster. The German schoolmaster is the life and soul of the German school system. Without him, the system becomes a useless code of legislation, prefaced by German pedagogical theories. In fact, any school system is a resultant of teaching power.

A school system to be practical and permanent, able to stand the wear and friction of progress, must be a growth, rooted deep and strong in the national life of a people, and nursed and fostered by teachers who have been trained for their work. No other country can successfully adopt the German school system. It would result in a hopeless failure, should the United States attempt it. Our Goddess of Liberty has her measure taken for anything she wears; she has never yet invested in ready-made goods. She is used to loose and flowing garments, and the German school system would fit her like a strait-jacket, in which she could neither move nor breathe freely.

It is useless to clamor for school reform, so long as nothing is done to improve our teachers, transposing them from the side of mere school-keepers to that of expert, life-long professional schoolmasters. "Das Schullehr-Seminar," the teachers' training school, is that which gives to the German schools their reputation. And a liberal importation of this institution into the State of Ohio would

be a great blessing. These training schools once in operation, would in a short time supply the State with a professional class of men and women, whose work would change the entire face of our school system.

In Germany, no one is authorized to teach a public school, who has not satisfactorily finished the prescribed course of instruction in the teachers' seminary, and the result is that the schoolmasters and schoolmistresses of Germany are all trained workers, everywhere recognized and honored as belonging to a noble profession.

The applicant, to be admitted to the teachers' seminary, must be between 16 and 24 years of age; he must have a certificate from a physician certifying that he is in good health, and free from any bodily defects that might be a hindrance in his future calling. He must have a certificate from the teacher, under whom he prepared for the seminary, testifying to his moral character, good habits, industry, and ability. His parent or guardian must present satisfactory evidence of his financial ability to defray the expenses that accrue during the seminary course. He must also pass an examination in arithmetic, geography, history of Germany, elements of natural philosophy, drawing, penmanship, reading, grammar and composition, religion and music.

The course of instruction at the seminary covers three years. The acquirement and proper comprehension of the needed knowledge is aimed at, and an effort to develop the ability to apply principles and an expertness to teach and manage classes is made prominent.

The branches taught at the seminay are, 1. Religious doctrine and Bible history. 2. Pedagogics. 3. German language,— grammar, composition and rhetoric, reading and literature. 4. Mathematics,— arithmetic, algebra and geometry. 5. History,— German and general. 6. Geography. 7. Natural philosophy, the aim in this branch being to acquaint the student with the three kingdoms of nature, and to enable him to make free use of his knowledge of nature by object lessons in his school. 8. Penmanship. 9. Drawing. 10. "Turnen" (gymnastics). 11. Music,— theory of music, vocal, piano, organ, and violin. 12. Instruction in the language of the deaf and dumb. 13. Fruit-tree culture.

After the completion of the course at the seminary, the young can-

didate must serve two years as assistant teacher in a public school, under the supervision of an experienced teacher recommended by the higher school authorities. During these two years, the candidate's fitness for the teacher's profession will be determined. At the end of the two years, he must pass the final examination, and he is then raised to the office of schoolmaster, and receives a "definitive appointment" from the "Kreis Schul-Commission."

He is now a young schoolmaster, with a position for life, and a salary that will never be reduced, but rather increased from year to year in proportion as he raises himself into the higher grades of the profession. The village in which he teaches furnishes him a home free of rent. He is now a fit hero for one of Auerbach's novels. Nothing has a greater influence upon a young man like our young schoolmaster, to fill his heart with warm and generous emotions, than the thought that he has found his life-work, and that he has a spot of earth which he can call "home," wherein he can quietly rest from the labors of the day, and renew himself in body and spirit for better work for the morrow. By the next spring, when the stork has come back again, and the nightingale sings her evening song near her new nest in the hedgerow, Auerbach finds our young schoolmaster guilty of strolling in the moonlight with the Burgomaster's or some other magnate's daughter, and in the next chapter you can hear the church bells ring, and see the entire village flock to the church to witness the marriage ceremony.

This brief romance cannot well be omitted in following the life of a German schoolmaster, as it comes, with a stereotyped accuracy and irresistible certainty, at a particular period of his existence.

The salary of the schoolmaster depends upon the position which he occupies, ranging generally from 1,000 to 3,600 marks. There are inducements all through his professional life, by effort and study, to advance into higher positions and at last end with head-master. But an examination is necessary for every promotion. As it is among men the world over, you will find two classes among the German schoolmasters; one the moving, active, progressive class, and another the immovables, the stagnants, who are like gate-posts, never moving from their place. The latter class I found universally addicted to long pipes and large beer mugs. One must keep to the progressive class to bring back inspiring reminiscences.

They are the ornaments of the profession. Their names are found on the programs of "Lehrervereine," the teachers' associations and teachers' meetings of different provinces and districts.

After a continuous and faithful service of ten years, a small yearly pension is added to his salary. Should he become disabled, through sickness or old age, the pension is reasonably enlarged to afford him a quiet and comfortable, though not ostentatious living. If the schoolmaster dies leaving a family, his widow is pensioned and all his children under the age of twelve years. The German government is wise in thus recognizing the schoolmaster as one of her servants, and in point of importance and usefulness giving him at least an equal place with the soldier. Like the soldier, when duty demands it, he lays down his life in his calling with loyalty to his fatherland. By this wise provision of the government, the schoolmaster can well remain faithful to his vocation to the end. In his old age the almshouse does not stare him in the face as it would many of us, did we not turn aside in after years and engage in other work which does not leave us dependent upon the capricious and uncertain decisions of a Board of Education.

The German schoolmaster is less nervous and acts more deliberately than the American teacher. He is master of his situation in more senses than one. He acknowledges no other authority than that of his government, to whom only he is responsible for his conduct. He teaches thirty hours in the six days of the week, for ten months of the year. In the summer he makes pleasant excursions in the beautiful German forests with his pupils, to whom he is a life-long guide and father. The following incident beautifully illustrates the love and faith the German children bear to a kind teacher. One day while walking in Darmstadt with a venerable old man, the head-master of the girls' school of the city, we met a young girl with a basket on her arm on her way to market. As soon as she saw us, she crossed the street to meet us, her fresh round face covered with a pleasant smile. The old man put out his hand, she eagerly grasped it, and with tears starting to her eyes she exclaimed: "My dear teacher, I am so glad to meet you. I came this way yesterday, but did not see you. I have a new place, and the people are very kind to me." "I am very glad for this," replied the old schoolmaster, "do your work well, my child, be a good girl,

be pious, and the dear God will not forget you." With these words he dismissed her. He then said to me, "She was one of my pupils. She graduated last Easter-day. Her parents are dead, and so she looks to her teacher for guidance and advice. She went recently to a new place to work, and she was very anxious that I should know about it."

His vacation in the summer the schoolmaster spends in a trip to the Alps or other places of romantic scenery. His physical build shows that his disposition turns to the sunny side of life, and that he gets at least par value of enjoyment out of life. The cares and perplexities of his profession do not bear down upon him in spasmodic visitations, but are diffused and borne calmly through a long and happy life.—*Educational Monthly.*

A DRILL ON THE RIGHT USE OF WORDS.

Probably no school exercise is more profitable, when properly conducted, than a drill in the right use of words. To know just what word to use to express the exact shade of meaning intended is no mean accomplishment; and the person who is not reasonably familiar with words and their uses is very liable to make ludicrous and embarrassing mistakes.

Such a drill comes naturally in connection with the reading lessons. It is here more than anywhere else that the acquaintance of unfamiliar words is made, and that occasions arise for showing the various shades of meaning and the peculiar uses of many words given in the dictionaries as synonymous.

To require the child to commit to memory the definitions given at the head of the reading lessons or to require him to find the meaning of words from his little dictionary may be, and as a matter of fact often is, more misleading in regard to the *real* use of the words in question than though he had been left to frame their meaning in a vague way from the connection in the lessons where they occur. It is well to have the definitions which are given in the readers committed to memory; it is well to familiarize pupils with the use of the dictionary in finding the meaning and pronunciation of words; but these, unless supplemented by a careful drill from the teacher, will be found strangely misleading.

Some words have reference only to mental qualities, others only to moral qualities, and still others only to physical qualities. But the word or words given in definition of any of these in the primary dictionaries will in many cases apply equally well to qualities of any kind. Again, some words are used only in a good sense, others only in a bad sense; some are used only with reference to men, and others only with reference to the lower animals; some have reference only to the condition of the atmosphere, and others only to the water; still the definitions given in any of these cases would apply equally well to others. It is impossible here to enumerate all cases of this kind that may and do occur in the work of the school-room. The teacher must be constantly on her guard and whenever a definition given by the pupils has a restricted use, she should call their special attention to it. If the word is used only in a good sense she should illustrate this by an example of what should be its proper, and what its improper use; and she should then *clinch* the fact by having the class give examples of their own. It is never safe to assume that our scholars understand anything we have given them till we have applied this practical test: *Give an original illustration of this principle, rule, or usage.* If any one thinks that intelligent children do not need a drill on the peculiar usage and meanings of words it is because he has not had experience or because he has been so negligent of his duty that he has not tested his pupils on their ability to use language properly.

The following specimens of scholars' work in making sentences to illustrate the definitions of words found in their small dictionaries, will have a peculiar sound to some of our readers:

Frantic=Wild:—"I picked a bouquet of frantic flowers."

Retorted=Returned:—"We retorted home at six o'clock."

Summoned=Called:—"I summoned to see Mary last week."

Blenches=Shrinks:—"A pine board blenches in the sun."

Athletic=Strong:—"The vinegar was too athletic to be used."

Poignant=Sharp:—"My knife is very poignant."

Abdicate=To resign:—Our teacher abdicated."

Ordinance=Rules:—"We learned the ordinances for finding the greatest common divisor."

Turbid=Muddy:—"The road was so turbid that we stuck fast in the mud."

Tandem=One behind another:—"The scholars sit tandem in school."

Akimbo=With a Crook:—"I saw a dog with an akimbo in his tail."

Atonement=Satisfaction:—"There is no atonement in boat-riding in a cold day."

Composure=Calmness:—"The composure of the day was remarkable."

A good-sized volume could easily be filled with specimens of actual work even more ludicrous than the above; but this will suffice to show that so far from being any help to the pupil, the definitions found in their small dictionaries are often sadly misleading, unless supplemented by a careful drill from the teacher.

But some will say, "All this is well enough for city graded schools, where the teachers have an abundance of time to devote to such work; but the country teachers have no time for it." To any who are of this opinion, we answer that country teachers in many cases have much more time for drill of every kind than city teachers have. Take the ungraded schools as they run at this season of the year, and how many pupils upon an average are found in them? Few of them have more than fifteen or twenty, and many of them have less than a dozen. If these teachers haven't time for drills of this kind, certainly no one has. The facts are that country teachers are often at a loss for something to fill out the time. But even in the winter schools when the enrollment is large and the number of classes is even larger, much profitable work of this kind may be accomplished. One of the most valuable drills for any school, whether graded or ungraded, is to have the scholars underline with a light pencil mark a given number of designated unfamiliar words and expressions in the day's reading-lesson, require them to look up the definitions before the next day's recitation, and then have them read the lesson again, *supplying the definitions instead of the underlined words and expressions.*

The advantages of this plan are manifold. First — It is an accurate test as to whether the definition found by the pupil is a suitable one for the place, and if so, whether it is the *best* one for the place. It teaches the pupil, therefore, to exercise his judgment in the choice of words to express a given thought or shade of thought.

One scholar has found a definition which does not express the full force of the word, a second has found the definition of the same word when used in an entirely different sense, while a third may have selected a definition which expresses the thought in a stronger sense than the author intended. But an attempt to substitute these various definitions for the words or expressions in question, will usually make their various defects apparent. It will also be found that when certain definitions are substituted, the order of the words must be slightly changed, that different or additional adjuncts must be used, or that the words must be followed by different prepositions.— In short, it furnishes many of the advantages usually attributed to the study of Latin.

Second — It keeps up the interest in a second reading of a given lesson. Every experienced teacher knows how difficult this is by the ordinary methods of study and recitation. When the lesson has once been read, it usually becomes an old story, and is studied and recited with indifference ever after. But by this method the second reading is usually more interesting than the first, and it enables the teacher to carry out practically that best of school maxims — *to make haste slowly.*

When the lesson is simply to be re-read in this way it is best not to underline more than two or three words in a paragraph. If more than this are marked it is apt to detract from its value as a *reading* lesson — a danger to be carefully avoided in all supplementary reading exercises. But for the sake of variety and to afford a more critical test of the scholars' understanding of what they read, it is a most profitable exercise to assign only one or two paragraphs of a lesson with a greater number of underlined words and expressions, and then require the class to write out on the black-board their paraphrase of the given extract. With the work of the entire class written on the board before them there is an admirable opportunity for profitable comparison of the relative merits and demerits of the various forms of expression used by the different scholars.

As an illustration of this, a teacher of our acquaintance recently assigned his class, after they had read the lesson, the first paragraph of the lesson entitled "La Fayette and Robert Raikes," underlined as follows:

It is but a few years since we *beheld* the most singular and *mem-*

orable pageant in the *annals* of time. It was a pageant more *sublime* and *affecting* than the *progress* of *Elizabeth* through England after the *defeat of the Armada;* than the return of Francis I. from a Spanish prison to his own beautiful France; than the daring and rapid march of the *conqueror at Austerlitz* from Frejus to Paris. It was a pageant, indeed, *rivaled* only in the elements of the grand and the *pathetic*, by the journey of our own Washington through the different states. Need I say that I allude to the visit of La Fayette to America?

Among the translations of "most memorable pageants in the annals of time," were the following: "Most worthy pompous show in the chronicles of time;" "most pompous show worthy of remembrance ever seen in the chronicles of time;" "most worthy of remembrance pompous show in the history of time;" "most celebrated exhibition in the chronicles of time;" "a show the most remarkable in the history of time;" "most worthy of remembrance and singular pompous march in the records of time," etc.

For "rivaled only in the elements of the grand and the pathetic," were the following: "Emulated only in the elements of the grand and the passionate;" "surpassed only in the elements of the grand and the passionate;" "excelled only in the elements of the grand and the passionate;" "equaled only in the elements of the grand and the pathetic;" "contended with only in the elements of the grand and affecting," etc.

The discussion of the above by the class and teacher brought out the great difference between the meanings of the word *pompous* when applied to persons, and when to displays; of the popular meaning of the word *show;* to the clumsiness of some of the sentences, and to the various shades of difference among the meanings of the words *annals*, *chronicles*, *history*, and *records*. The various synonyms of *rivaled*, *pathetic* and the other marked words were all in turn considered in a similar manner, and many other matters were criticised in a way which emphasized the great necessity for caution in the choice of words. It was also found that the class with scarcely an exception had read up the Armada and the battle of Austerlitz. Such an exercise, say once a week, would be of more value to the ordinary boy or girl than writing any number of "compositions" in the conventional way.

READING AS AN INTELLECTUAL EXERCISE.

It is true that mental reading and oral reading are closely related; but the possession of either power does not necessarily indicate the possession of the other power in an equal extent. We have all known ministers who, from their intellectual capacity, we were bound to believe had considerable ability as mental readers, but who, by the reading of their hymns and sermons, gave us excruciating evidence of their lack of skill in expressing their own or another's thoughts orally. And we have all known children who, well drilled in matters of articulation and utterance, passed for "fine readers," as the phrase goes, but who, by a little adroit questioning, have betrayed the fact that they possessed a very inadequate, if not erroneous, conception of what they read.

In practice, whatever it may be in theory, it is generally mere oral reading that teachers have in view when at work in the school-room. It is assumed that the practice of reading can have no primary object other than to impart elocutionary skill; to cultivate facility and power of oral expression. The universal question is not, Do our pupils understand what they read? but, How distinctly and fluently can they call off the words? They are drilled daily from six to sixteen, and yet they cannot *read.* They pass over that which to them is intelligible and that which is not intelligible alike, without the least discrimination. Words, words, words are all they read.

Professors of elocution and special teachers of reading are in high repute, and their services in demand, but they do not impart the power we need. In fact they seem to think we have no need except need of their tricks. It is a serious question if the whole guild, with few exceptions, ought not to be indicted as a public nuisance. There have been instances in teachers' institutes in which they have done more harm than good. They magnify mere trifles of form and manner beyond all reason. They do not seem even to suspect that mental culture, the power to grasp and appreciate another's thought, must exist as the foundation of all genuine teaching in the art of elocution. As a consequence, the innocent teacher goes back to his school-room fully imbued with the idea that to teach reading in the most approved and successful way his

boys and girls must be trained to imitate the tricks and graces, the noise and bluster, of the institute elocutionist. The teacher is more impressed than ever with the idea that oral reading is the high and important end, and that in the matter of reading he has nothing else to think of.

It is not our purpose to depreciate the value of a well-trained voice and a good delivery. They are of great value. But it is our purpose, while conceding the value and beauty of this accomplishment, to assert that there is a power which our children need that is of infinitely greater importance to them, but which is sadly neglected in our school training. Within the proper and legitimate sphere of ordinary school work, the paramount object of the reading-exercise should be to develop the power of obtaining from the printed page, and by means of the eye, emotions and ideas clearly and quickly. All other work in reading should be strictly subordinate to this.

A person who has not given considerable thought to this matter cannot realize how completely our schools fail in this respect. But the fact is beginning to impress itself. It is alluded to occasionally in educational discussions. The superintendent of a thriving town gave this as his experience. The senior class of his high school came into his hands for the study of chemistry in February — only five months before their graduation, and after at least ten years of faithful instruction in a set of first-class graded schools. He put into their hands what he considered a good book — not one however on the regulation text-book plan with crystalized statements and formulas. It was simple, and the design was to have it read and summarized. After a few weeks he found that no substantial headway had been made. At first the trouble was charged to the book; and then to want of effort on the part of pupils. But these did not prove satisfactory solutions of the difficulty. At last, to use his own words, he became convinced that his class did not know how to read. They could memorize and recite the words of the book when the amount to be committed was not too great; but they could not grasp and condense the thoughts of a lesson. He had to take hold and spend as much time in teaching them to read as in teaching them chemistry.

The same experience was related by an enterprising teacher of history who had attempted to discard the rote-method of recitation.

It has not been many days since the principal of a city high school used substantially this language: "The principals of our grammar schools would be offended if I should say it to their faces; but I must say I am thoroughly disgusted with the pupils we get. They don't know how to read. They not only do not comprehend the language of their books, but they do not know that they do not comprehend it."

A superintendent of schools in a large town said that when a pupil he used to recite Hood's "Faithless Nellie Gray," and he received considerable praise from various teachers. But he declared it was a fact that he never had a suspicion that there was any wit or double meaning about it, until after he began to teach school himself.

If you ever take part in institute work, at your next opportunity select, for instance, Longfellow's "Psalm of Life," or "The Brook," by Tennyson, and hold your teachers right down to a full and clear exposition of each line and thought, and see what you get from them. It has not been many weeks since a set of country teachers spent some time on a paragraph or two of "The Town Pump," by Hawthorne. They expressed their surprise at how little they had seen in it after all the times they had read it. They had been simply surface readers.

In a high school class of forty pupils fourteen years of age or more, a girl not below the average of her class understood that a forced march was accomplished when a body of soldiers by some means, unknown to her, were forced or pushed right through the enemy's army. A boy, a voracious reader (?) of history, really thought that when "soldiers slept on their arms," they stood up leaning against their muskets and thus slept.

Mr. Geo. P. Brown, Principal of the Indiana State Normal School, relates this incident: In a school not by any means in the backwoods, a class had read with considerable glibness if not with expression, "The Old Oaken Bucket." In an innocent way he put the question to the head pupil, "How many buckets do you think hung in that well?" "Three," was the answer,— meaning, of course, "the old-oaken," and "the iron-bound," and "the moss-covered" buckets. The rest of the class concurred. To the question, "In the line 'With the emblem of truth o'erflowing,' what

does the poet allude to?" no answer was given at first. Finally one pupil said it must be "an eagle."

Now these are not sporadic cases of obtuse intellects or of inferior teaching. Pages might be filled with similar illustrations coming from the best products of our schools. And I am sure that every observing teacher and superintendent can find in his own experience ample evidence that we are sadly missing the mark in our teaching of reading.—*The Schoolmaster.*

LESSONS IN ARITHMETIC.

It has occurred to me at times that there is one method in the teaching of arithmetic that few, comparatively, employ, and which in my judgment is of great importance.

In what manner should a child be enabled to solve such a problem as the following?

"The greater of two numbers is three times the less and the sum of the numbers is 36; what are the numbers?"

This being quite out of their reach I gave them the following: "I have here thirty-six nuts" (I actually had them) "and I want one of you to give them to two of the class so that one will have three times as many as the other." "Now, how many shall we give the first so as to be *sure* she doesn't have *too many?*" Some pupil suggested that it would be safe to start with one. So the distribution was made; the first receiving one, the other three, and so on, till all were gone. Some of the brighter ones quickly saw how it must come out. The number of "rounds" depending, of course, on the number given out at each "round." Nine times round, giving to one nine and to the other nine times three nuts.

"Divide 472 into three such parts that the second shall be twice the first and the third three times the second, plus 13."

By taking a smaller number and using the nuts again the matter was made quite plain, although I believe it was necessary to repeat in this case, having the one who was most puzzled perform the operation herself. The extra ones should be given out at the start.

"The sum of two numbers is 243, the second is three times the first minus 25; what are the numbers?"

I found this much more difficult. After some hard thinking — for, to tell the whole truth, I was bothered myself — the next morning I presented it as follows: "I will give these thirty-seven nuts to any two of you girls who will so divide them that one will have three less than three times as many as the other." There being three volunteers, they drew lots so as to throw out one. One of the remaining two then proceeded to divide the nuts as directed. This she accomplished successfully. When it came to an explanation of the work, however, nothing satisfactory could be obtained. "Suppose," I said, speaking to the one who made the distribution and who accordingly received the lion's share, "that I should lend you three nuts: would that help?" They readily saw that when the number was exactly divisible by four the difficulty vanished. After the distribution was effected and my loan returned, one was found to have three less than three times as many as the other.

"The fore wheels of a carriage are each nine feet in circumference, and the hind wheels are each ten feet; if the fore wheels each rotate 400 times in going a certain distance, how many rotations will each hind wheel make?"

The above was difficult to most, if not all the class. I simplified it as follows:

"Suppose this call-bell is the fore wheel," I said, stooping down and rolling it along the floor, "let us see how many inches it will measure in turning once, twice, three times, and so on half a dozen times or more?" Then some one measured how far it had traveled in all to corroborate the other measurement. Then taking a large hand-bell on its rim, I made a mark which I placed right over the one on the floor, and turned it once. Some one measured the distance, and then all calculated how many turns the big one would make in passing over the distance traversed by the little one.

The above examples suffice to bring out the idea. Different teachers would of course use different illustrations. In nothing do I find my ingenuity more severely taxed than in so presenting a problem as to *tell little* and *be told much.* It is surprising how much stupidity some of our text-book makers display in the presentation of difficulties.—*Prof. A. E. Jones in N. Y. School Journal.*

THE RECITATION.

There are four main objects sought for by the teacher in conducting a recitation: (1) To increase the attainments of the pupil in really useful knowledge. *Some* knowledge is indispensable to every human being, but the teacher considers what knowledge is needful to the fairly educated man, and contributes his efforts to assist the pupil to attain this knowledge. The recitation should show the teacher that new attainments are being made day by day; that something not well understood yesterday is clearly known to-day. Hence there should be consecutive and well defined efforts made to build up the structure day by day. The true teacher constantly examines his class to see that they know more of the given subject day by day. This is very different from "hearing lessons," though often confounded with it. One simply tests the memory, the other tests memory and judgment. A child may "hear a lesson" — a teacher, only, can conduct recitation. But another object will become apparent as related to this; it is (2) testing the habits of study the pupil is forming. The habits the pupil forms in school will follow him through life; what a man is depends on his habits. Give a boy good moral habits, say of industry, truthfulness, etc., and it is said he will succeed in life. But the mental or intellectual habits that are formed by the child are the impelling forces, the moral are guiding agencies. Hence the teacher should endeavor to see what is the nature of the habits his pupils are forming.

They should be taught to be industrious in learning; to fill the time up full with effort for complete preparation; to be exhaustive in investigation; to be accurate in statement; to be precise in details; to be full in particulars, so that completeness shall mark their progress. This leads to a consideration of the methods of the teacher, such as: (3) the development of clearness in thinking, and (4) the power of accurate expression. These, while closely related, are yet very distinct. An educated man is able to think clearly, and the teacher will measure the attainments of his pupils by observing whether they carry forward their intellectual work within the light of consciousness or whether they grope as in Egyptian darkness.

As a rule, the measure of the power of thought will be found in

the words that are used; hence the close relation between power in thought and the selection and arrangement of the words employed. The power of expression is a power that may be said only to come from education; the teacher should enforce not only grammatical accuracy, but, what is of more importance, logical accuracy.

An increase in power of thought carries with it an increase in the power of expression. Slovenly, careless, incomplete, ambiguous expressions prevail in the school room. They receive cultivation instead of eradication.

Nothing has been said about other objects, such as the inspiration of the pupil, the moulding of character, and a thousand others. These will receive consideration in their appropriate place. The important point now is to place the recitation on a basis of principles. For is it not a fact that most teachers are to-day simply asking questions in a merely miscellaneous way, and being answered in a way that tends to disorganize thought? A well-disciplined mind may bear it without injury, but the tender, unformed minds of children are more injured by the unskillful methods of the school room than is balanced by the knowledge they may pick up. The school room is no place for a person whose mind is unskilled, illogical, rambling, vague in knowledge, and careless and inaccurate in use of language.

THE OLD EDUCATION AND THE NEW.

W. H. Payne, Professor of the Art and Science of Teaching, in Michigan University, has published a pamphlet, "Outlines of Educational Doctrine." One section is entitled "Contrasts Between the Old and the New;" from this some extracts are given.

The preponderance given, first to Art, and then to Nature, in the work of Education, has given rise to two schools that may be distinguished as the Old and the New.

The old education is the system that culminated, and the new the system that originated, at about the period of the Reformation. In a more restricted sense, the new education sometimes means the system that is opposed to the classical curriculum; and in a still narrower sense, is sometimes used to designate the kindergarten system of primary instruction. I here use the term in a general sense.

Both schools err by exaggeration; each is right in what it claims,

and wrong in what it denies. The point of contrast may be exhibited as follows:

The old assumes that man is to be brought to his most perfect state by artificial means.

The new assumes that man has within himself all the resources needed to attain his most perfect state.

The old doctrine is right in assuming that education is a work of art, requiring, for its greatest perfection, all the resources of human ingenuity and skill; but the new doctrine is also right in assuming that education is a natural process. The reconciliation lies in the fact that education is *a natural process directed by human art.* Mere nature is as powerless to produce a man fit for the complicated duties of modern life, as to produce a rare-ripe peach or chronometer.

The old regards education as a process of manufacture.

The new regards education as a process of natural growth.

It is true that human beings are born with a pre-determination to grow, and that they will in time pass through successive stages of development, because they cannot resist this dominant law of their nature; but it is also true that this growth may be controlled, modified, helped or hindered, by human agency.

The old makes much of authority, tradition, precedent.

The new confides in liberty, natural law, development.

Human progress is possible only on the condition that each generation profits by the experiences of the generation that has preceded; but a second condition is alike indispensable,—the new generation must, by its own resources, make additions to the capital it has received by inheritance.

The old magnifies the office of the teacher and the text-book.

The new regards the teacher as only negatively useful, and the text-book as an obstacle.

Books are indispensable in the work of education, because they embody the accumulated wisdom of the past; and teachers are even more indispensable, because a complicated art, like that of education, should only be assigned to skillful hands. But when books and teachers become more than helps, they are hindrances; they are valuable only as they minister to self-help.

The old is devoted to the communication of accumulated knowledge.

The new sets pupils to the task of re-discovery.

Preceding generations have left behind vast treasures of accumulated knowledge that must be accepted as an inheritance, and not acquired by the endless toil of re-discovery; but there is also new knowledge to be acquired by original discovery,—additions must be made to the capital that has been received as a legacy.

The old exalts the office of memory, but neglects the culture of the observing faculties.

The new degrades the office of memory, but makes the culture of the observing faculties the basis of education.

It is an obvious error to make memory a mere store-house, and especially a store-house of unused material; but it is very certain that education cannot be *provident*, unless there is this reservoir of power.

The power of accurate observation is an essential factor in education, and under the form of reflection is one of the very highest functions of the mind, but the education that consists largely in mere observation is essentially superficial.

A weakness in modern education is the neglect of the memory. The immediate interests of the eye and the ear are abundantly cared for, but there is not a sufficient provision, within the depths of the mind, *for the time to come.*

The old makes information the chief element in education.

The new makes formation, or discipline, the chief element in education.

The ideal education requires the fullest development of the thinking instrument, and the most abundant supply of the choicest material for thought.

The rigors of the old education often made school-life gloomy; that a study was repulsive, was an argument in its favor.

In the new education, the test of fitness in the subjects and in methods of instruction, is the degree of pleasure that the pupils manifest.

The old time severity, and the new time laxity, are both extremes that are to be avoided. A study is not good because it is repulsive; but it may be both repulsive and good.

The new doctrine of pleasure-giving confounds work with play, and a surplus of energy with exhaustion of energy. Foot-ball may require more physical exertion than wood-sawing; but there is no device by which the second can be made as agreeable as the first.

TEACHERS' INSTITUTES.

It is the time when preparations are being made for holding Teachers' Institutes. The usual plan is for the County Superintendent to conduct the Institute, selecting such help in his vicinity as he can get; this is varied in some cases by securing lectures from eminent gentlemen and ladies. Another plan is for the County Superintendent to employ one or two men who have special skill in instructing teachers. The plan adopted in this state and Wisconsin is to employ a permanent board of instructors, and this we deem the best of all.

Again, the Institute may be a school or a congregation of teachers. It is a bad state of things when it is the latter. The teachers must be blended into a homogeneous mass, and have fixed aims, and have a definite mode of reaching those aims. It is too often the case that precious time is wasted in miscellaneous talk — one talks to the teachers; another tries his hand; all this random talk is simply a waste of time and opportunity. Men are often introduced by the County Superintendent, who have nothing whatever to say that can benefit the teacher; these men unfortunately can consume as much time as though they were Solomons. They proceed to talk, and the poor teachers can only wait patiently for them to get through. Talking without teaching is the weakness of the Institute. We suggest:

1. To make a *school* of the Institute; call the roll at each *session*; or better to save time, give each one a ticket having the number on it that one bears on the roll; as they enter each day let them hand in a ticket; let each have a certain place to sit. Call every absentee to an account.

2. Have a regular program, and *adhere to it.* Provide for music, rests, calisthenic exercises, etc.

3. See that all have note books, and require the lectures, etc., to be *written out in blankbooks; examine all these books critically* as to expression, penmanship, etc. Those who sit without a pencil and note book are getting no good.

4. Bring the Institute on a high plane of thought. Make them think; there is a great deal too much weak, wish-washy talk. Of course you must have a man of ability as conductor.

5. See that the teachers understand what is said.

6. Draw the teachers out; if they won't talk and ask questions, mark the Institute as a failure.

7. Discuss practical matters.

8. Shut out all those who know nothing about practical teaching; there is many a good clergyman, lawyer, and doctor, who never thinks on education, and yet is glad of an opportunity to talk on education. Give all this class of people a chance at the "Reunion," held on the last evening.

9. Aim to have the teachers go away feeling that the Institute was profitable in the highest degree to them.

EDITORIAL.

By chapter 25 of the general laws of 1883, it is provided that the State Superintendent shall "examine, or cause to be examined, all teachers of high schools required by law to pass special examinations to qualify them for teaching in high schools," etc., etc. There has arisen no little misapprehension concerning this provision. The law is to be construed in connection with provisions theretofore existing. By these it will be seen that principals of free high schools, not qualified by reason of being graduates of the University, a college, or the normal schools, or by holding a state certificate of some grade, are required by law to be examined in the branches to be taught in the free high school. The principals of free high schools then are the persons to be examined by the State Superintendent, if they are not otherwise qualified. The theory of the law seems to be that in the free high schools care shall be taken to secure competent persons to take charge of them, and hold these strictly responsible for carrying out the course of study, in the instruction given by assistant instructors.

Heretofore, it has been an open question, whether the county superintendent or the State Superintendent should control the examination of these principals, and issue the certificates thereon. Both practices have obtained. There is no longer doubt about the proper course to be pursued. The examination is to be made and the certificate issued under the direction of the State Superintendent.

Doubtless arrangement will be made to have the examination conducted in the locality where the school is to be taught, if more convenient, and the papers forwarded to the office of the State Superintendent for inspection.

Many have inferred that *all* teachers in free high schools are hereafter to be examined by and receive certificates from the State Superintendent. But this is not so. As heretofore, assistant teachers will be required to be legally qualified to teach in the public schools of the state, but no special examinations are required to enable them to hold such positions.

THE article upon "The Study of Pedagogics in the University of Michigan," published in the June No. of the JOURNAL, has called forth expressions of interest from various quarters, and revived the old question of the desirability and practical advantage of similar instruction in our own State University. Not less than one-third of the whole number graduated the present year, would like to teach, probably, the ensuing year. Many of the young men, especially, are painfully conscious of the disadvantage under which they rest, in applying for the position of principal, or superintendent, because of their lack of just that preparation which a course in pedagogics would afford them, in connection with their general scholarship. Taking the years together, at least four times the number, in attendance at the university, will seek and find employment as teachers, that will find occupation in drug stores or medical dispensaries. We have no objection to the new chair of pharmacy, if the state is to continue to afford training for special callings; we only want to take this occasion to express the hope that a department of instruction greatly needed, earnestly demanded, and to which there can be no possible objection on the ground of being in the interest of a class, and not for the general good, will not be the very last feature to be added to the university.

We are informed that the attitude of the board of regents towards such a department is friendly. The proposition needs to be formulated, and presented with clearness, force, and as the sentiment of an organized interest. That was the method by which the new chair of pharmacy and materia medica was secured. Who can render the state better service than by assuming leadership in a movement for a chair of pedagogy in the state university?

IN the May number of the JOURNAL was published the official announcement of the state superintendent relating to teachers' examination for state certificates for the current year. So many inquiries have been made of late regarding this examination, that we publish here the substance of the official announcement.

The board of examiners consists of Pres. J. W. Stearns, Whitewater; Supt. John Nagle, Manitowoc; and Prof. W. H. Beach, Beloit.

The board will meet in Madison, July 17, 1883, at 9 o'clock, a. m., and continue in session four days for the purpose of conducting the examination. The examination will be held in the senate chamber, in the capitol.

For the limited (five years') state certificate, examination will be had in the branches required for a first grade county certificate, with the addition of English Literature and Mental Philosophy.

For the unlimited (life) state certificate, examination will be had in the branches required for limited state certificates, with the addition of Botany, Zoology, Geology, Political Economy and General History.

Seventy per cent. is the minimum average standard for *limited* certificate; and seventy-five for *unlimited.*

Seventy per cent. is the minimum standard for each of first grade branches,

and sixty per cent. the minimum in English Literature, Mental Philosophy, Botany, Zoology, Geology, Political Economy, and General History.

The *limited* state certificate will ask for three terms of four months each of successful teaching.

The unlimited, nine terms of four months each.

Satisfactory testimonials of moral character will be required.

Applicants who fail in any of the branches as required, may for *limited* certificate present themselves once, in *one* year, for re-examination ; and for the *unlimited*, once within *two* years after first examination.

In those branches in which they have passed, no re-examination will be required.

Stationery needed will be furnished by the board.

NOTWITHSTANDING a circular was issued at the earliest practicable time after the adjournment of the legislature, giving all the changes made in the school laws last winter, and a sufficient number was sent to the several town clerks to supply each district clerk with one copy, not a few school districts in the state failed to get the notice of the change relating to the time of holding annual meetings, and have held their meeting this year in June, as provided in the law of 1882. Inasmuch as at these meetings taxes are voted to be collected in December next, it is important that all such districts consider that the holding of the meeting in June this year has no sanction of law, that the action at such meeting has no legal force or effect, and that it will be necessary to hold the annual meeting on the day prescribed by law, the first Monday in July, or to hold a special meeting to vote the necessary taxes and transact needful business other than the election of officers. Vacancies in school district offices may, of course, be filled by appointment, but the matter of taxation cannot so easily be provided for, if more than enough to maintain a school five months is desired to be raised.

WE speak advisedly when we say that Pres. Viebahn has made great effort to so fill the programme of the annual meeting of the Wisconsin Teachers' Association, that the exercises will be no less enjoyable and instructive than those of former years at similar meetings. The second week of July should yield much of social, intellectual and inspirational momentum to the teachers of Wisconsin. Give the week to the occasion. The institute conductors' meeting, the superintendents' meeting, the meeting of the Association, will each be more enjoyed and more enjoyable if attended by the whole fraternity. All may receive or contribute something to kindle or promote the flame of intelligent zeal and interest in each department of educational enterprise. By all the rules of Wisconsin climate, we are entitled to high temperature and absence of rain "about that time." Sheboygan is a delightfully cool and breezy place in the summer. It is reached from Milwaukee by the Lake Shore and Western R. R. (depot on lake shore, foot of Wisconsin street), by trains leaving at 7:20 A. M., and at 3:30

and 8:05 P. M.; also by the Chicago & Northwestern R. R. from Princeton, by way of Ripon and Fond du Lac, one train leaving in the morning and one later in the forenoon, if we are correctly informed.

At the recent annual meeting of the Board of Regents of the University several changes were made in the instructional force of that institution, chiefly, however, in the matter of re-adjustment of labor in the several departments. F. B. Power, of Philadelphia, was elected professor of the newly created chair of pharmacy and materia medica; H. B. Armsby, of Connecticut, professor of the newly created chair of agricultural chemistry; Wm. Trelease, professor of botany and horticulture; C. R. Vandise, assistant professor of metallurgy; C. A. Van Velzer, assistant professor of mathematics. W. H. Williams, assistant professor of Greek; and Geo. N. Chase, U. S. A., professor of military science and tactics. The name of professor W. A. Henry's chair was changed to that of agriculture simply. The resignation of John W. Sterling as professor of mathematics, was received and accepted, and a committee to draft suitable resolutions was appointed. Prof. Lucius Heritage was given leave of absence for one year, and he has gone to Germany to spend that time in study.

The attention of school teachers is called to an advertisement of the "Teachers' Insurance and Aid Association" to be found in this issue.—It is heartily indorsed by a large number of prominent business and professional men as being thoroughly reliable.

At the commencement exercises of the State University, eighty-six diplomas were conferred upon graduates from the several departments, viz.: college of arts, 14; college of letters, 28; science, 12; mechanical engineering, 3; agriculture, 2; law, 27.

At the several normal schools, diplomas and certificates were awarded as follows: Platteville — diplomas, 13; certificates, 15. Whitewater — diplomas, 10; certificates, 18. Oshkosh — diplomas, 9; certificates, 9. River Falls — diplomas, 2; certificates, 7.

Among recent decided successes in the book line is The Teachers' and Students' Library. The numerous *outlines*, *concise*, *scholarly text*, abundant *questions*, the *methods of teaching*, *etc.*, *etc.*, combine to make this the most popular book of the day. It has received nothing but commendation from the press and educators all over the country. Its price, $3.00 for one royal octavo volume, makes it the cheapest book out. T. S. Denison, of Chicago, is the publisher.

NOTES.

PROF. J. H. CUMMINGS has retired from the principalship of the Sparta school and will be succeeded the coming year by Prof. Frank Winters, of Black River Falls. Mr. Winters has taught at the latter place two years and is said to be a very successful teacher.

HENRY VAN PELT and L. W. Gammons, the latter for many years a principal in Racine, have formed a partnership for the practice of law, and will locate in Lisbon, Dakota. Both parties are well known in Racine, and have a host of friends who will rejoice when either of them becomes Judge in that rapidly growing, and enterprising territory.

DURING the year 1882 a number of inexperienced persons received certificates and have this spring completed their first term of school. Many of these had a full realization of the responsibilities imposed upon them in assuming charge of schools, and their success attests the earnestness of their efforts and entitles them to further confidence. While others had no aspirations beyond securing employment and authority to teach. It is the duty of school boards to discriminate between these two classes in favor of the progressive. The argument that ability to teach is independent of scholarship, is utterly untenable, unreasonable and absurd. A teacher cannot stimulate his pupils to effort if he be too indolent or too indifferent to the demands of his profession to labor for his own improvement. Children are taught more by example than by precept, and if a teacher evinces dislike for mental labor, he inculcates like feelings in his pupils, if they do not despise him for his weakness. A safe rule to be guided by in the selection of teachers is, always to give preference to the teacher whose certificate indicates the continuous mental development of its possessor.—*J. Nagle in Manitowoc Pilot.*

THE Oshkosh Board of Education have ordered bids for a new large schoolhouse in the Second Ward, the schools of that locality having become overcrowded.

PROF. R. H. SCHMIDT, of Appleton, retires from the principalship of the High School to take a year's needed rest and recreation. Prof. S. has been principal of the school for eleven years past, and has brought the schools up so that they rank with the best in the state.

PROF. WHITING, of Watertown, has resigned his position as principal of Union School No. 2. He has been a faithful, painstaking teacher, and his loss will be seriously felt by the educational interests of the city.

MISS LILLIAN DUFFIES, formerly teacher of English literature in the Oshkosh Normal school, has accepted a position to teach that branch in Wellesley College, where she was formerly a student.

At the annual meeting of the regents of the State University the following officers were elected for the ensuing year: President—George H. Paul, Milwaukee. Vice President—J. G. McMynn, Racine. Secretary—John S. Dean, Madison.

Santa Fe, the capital of New Mexico, completes this year its life of a third of a millennium, having been founded by the Spaniards in 1580. It will commemorate the event by a mining and industrial exhibition from July 2 to Aug. 3. Rev. R. S. Storrs, D. D., is to deliver the oration.

The graduating week at Vassar College did not pass off pleasantly, there being a difficulty between the faculty and the class as to the manner of awarding prizes. As a result of a protest by the graduates, the faculty punished the class by prohibiting the delivery of the valedictory and salutatory addresses.

A very marked improvement has latterly been made in the public schools of Virginia. Teachers' institutes are held at accessible points, and a better class of teachers is in demand. A large and well-organized normal school, for the preparation of colored persons for the business of teaching, is likely to be soon established by the state, and there is a serious proposition to devote the time-honored college of William and Mary to this purpose.

True theory is the outgrowth of practice, and consequently those who have had the most practice in school work are, other things being equal, the most competent to frame rules for the government of schools. It would be well if we could always keep this principle in mind. The law wisely places the management of the schools in the hands of the directors, and makes the teacher their "executive officer." When this is managed as it should be, it is well; but when carried to the extreme, it makes of the teacher the merest machine. If he is told just what he must do, what he must not do, and just how he must or must not do this, that, and the other, he is about as much of a free moral agent as an army mule:—just about as free, and under such a system he would soon become about as moral. It is well to employ no teacher who cannot be trusted both to manage and instruct his school.—*Iowa Nor. Monthly.*

It is not what we earn, but what we save that makes us rich. It is not what we eat, but what we digest that makes us strong. It is not what we read, but what we remember, that makes us learned. It is not what we intend, but what we do that makes us useful. It is not a few faint wishes, but a life-long struggle that makes us valiant.—*Anon.*

Teaching is not the only work of a teacher; nor is teaching always a teacher's best work; but nothing short of teaching is, or ever can be, *teaching*. You may influence and impress a scholar by your character and your words, without any co-work on his part. You cannot teach him, unless he and you work together to make his own that which you would fain cause him to know. You may have ten scholars in your class, and influence and impress them all, even while they seem listless and passive; you can teach only so many of the ten as

are learners, through their intelligent appropriation of the truth you declare to them.—*S. S. Times.*

BREVITY is the soul of wit, but even brevity may become a bore. Just now it is the fashion, in New England, to rail at every man who demands your attention for a "square talk," public or private. The parson runs the risk of losing his pulpit who fancies that even St. Paul will keep his deacons good-natured after thirty minutes. A cultivated Boston audience bolts for the door five minutes before the expiration of the regulation hour, on the evening of the first appearance of Dr. Carpenter, one of the two or three most eminent scientific lecturers in the English tongue. The missionary, just home from the most moving experiences of a year, finds the conference laced up in a fifteen minutes arrangement, and drives at the heart of the people beyond that at his peril. The curse of New England life, to-day, is this fearful intensity that insists on cutting everything fine and switching every fifteen minutes, at the risk *of spiritual derailment or collision.* It is destroying our capacity for the sober, ample, round-a-bout view of great things, and making life petty, captious, void of perspective,—a race through a snarl of short cuts and blind alleys, with only a dart across the noblest avenue, through a hurrying crowd, as insane as ourselves. Indeed, we sometimes fear that the average cultivated Yankee will ultimately decline heaven itself, on the ground that it is eternal.—*Jour. of Education.*

THE vote by which the bill requiring Michigan teachers to pass examination "in physiology and hygiene, with particular reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system," was as follows: In the House, yeas, 68; nays, 13; in the Senate, yeas, 25, nays, 2. So it seems that this law, now sometimes referred to as "the Michigan compulsory temperance education law," carries the indorsement of more than five-sixths of the members of the House, and about twelve-thirteenths of the Senate. That comes very near to a unanimous vote. There will be a keen pursuit of the study of temperance physiology and hygiene during the three months to come, among the 14,000 public school teachers of the Wolverine state and the more than 28,000 new candidates for their places, who will put in an appearance at the summer and fall examinations.

THE German system of supervision, in which an absolute government inspector comes round and winds up the machine over the heads of the people, whose only part is to send the children to school, is doubtless very attractive to a considerable class of educated men, whose confidence in their own theories is confirmed by a chronic distrust of the power of these people to take care of themselves. But the most ordinary school-district in America has in it the elements of a broader and more profound system of education, in placing the power and responsibility for schooling the children on the people themselves, and inviting all men to contribute their best ideas, and co-operate in the election of the administrators, of instruction. Of course, this means a vast amount of crude school-keeping, with a perpetual danger of collapse into the slough of partisan politics. But,

on the other hand, it never fails to educate an increasing body of intelligent men and women, whose indirect supervision of the schools, in the long run, weeds out incompetent teachers, explodes impracticable methods, and does for the children the best thing under the circumstances. At any rate, this is the American way, in all things; not the direct, despotic supervision, but the indirect, constant, growing superintendency, that at last creates that atmosphere of intelligent public opinion, which is the most powerful agency for good in this world.

It is said that the law does not mind bad spelling, unless it alters the sense. But bad spelling is sometimes influential in determining a disputed question of fact. Thus in Newman vs. Goodman, a recent case in England,— an action of libel,— the defendant was charged with having written anonymous letters, warning persons not to trust the plaintiff as a merchant, feeling "shure he cannot stand," advising them to be "very cairful," and saying he would be "sorrey" to see them suffer. The defendant swore he did not write the letters, or know anything about them. Five witnesses thought they were not his writing. One expert thought he wrote them. On cross-examination the witness admitted that he spelled careful, "cairful;" that he spelled sorry, "sorrey;" and although he said he spelled sure, "sure," yet he was not sure that he always spelled it so. Mr. Justice Lopes charged that he "regarded the evidence as in reference to the peculiarities of spelling as about as strong as he could imagine." Verdict for plaintiff, £400. We may, therefore, say to an anonymous and illiterate letter writer, be sure thy spelling will find thee out.

Prof. W. N. Hailman, the well known author and president of the National Kindergarten Association, has resigned the principalship of the Cass School, Detroit, to accept the superintendency at Laporte, Ind.

Teachers should do more studying of methods. Institutes are good, but institute instruction cannot take the place of hard study and hard thinking; it can only supplement them. The institute ought to be to the teacher what the teacher is to the pupil, the helper. Thorough, careful preparation for the day's labor is just as essential to the teacher as it is to the pupil. To secure this preparation, which in time will amount to training, teachers ought to read more educational journals and study more educational books. There are teachers who have been teaching for years who do not own a single book on education, who read no educational journals, and yet they wonder that they and their business are not held in a higher esteem. They don't deserve it.— *Educational Review.*

New Jersey took the prize at the school exhibits at the Centennial in 1876, and she has a very admirable school system, although, out of 343,879 pupilage children about 90,000 of them attend no school at all. The teachers are paid $56.96 a month for males, and $33.41 for females, and the schools are kept in operation nine months of the year in each of the 1,300 districts, in which there are 1,577 school-houses. Some of the teachers have taught in the schools twenty-five, forty and fifty years. Last year New Jersey spent over $2,000,000 on her common schools.

South Jersey is progressive and full of push. The seven southern counties have for several years had the country schools graded. They maintain an Association of Superintendents that meets at stated intervals for discussion of their work and everything that will improve the schools under their supervision. Each of these counties maintains one or more teachers' association, meeting monthly or bi-monthly on Saturday, besides a yearly institute, lasting several days. This last is usually held in the fall, so that ideas gained can be made useful in the year's work.

MANUAL EDUCATION.—If what we now have in sight is so poorly done, what will be the result when new, and perhaps unrelated, branches encroach upon the time now given to the old? I doubt the wisdom of attempting to give any one a *special* training at the public expense, but if such policy is to be settled upon, it would, in my opinion, be the height of folly to lessen the educational work that is now accomplished in our primary and grammar schools in order to inaugurate it. After the child has received a thorough rudimentary education, he might have thrown open to him the doors of the public work-shop, if it be deemed a part of the state's duty to establish him in some business after giving him the opportunity of acquiring that intelligence which is applicable alike to all vocations.—*Supt. Alston Ellis.*

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REFERENCES:

Miss Susan Blow, St. Louis; W. H. Chandler, Sec'y Regents State Normal Schools, Madison, Wis.; W. D Parker, Pres. State Normal Schools, River Falls, Wis.; Rev. John Snyder, St. Louis, Mo.; Rev. Kerr C. Anderson, Oshkosh, Wis.; H. M. Simmons, Minneapolis, Minn.; Jenk. Lloyd Jones, Chicago, Ill.

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A STUDY OF CIVIL GOVERNMENT.

(An address before the Alumni Association of the Wisconsin State University, Madison, Wis., June 20, 1883.)

BY REV. J. W. BASHFORD, PH. D., BOSTON, MASS.

Emerson has said that thus far our Alumni gatherings in America have been a friendly sign of the survival of the love of letters among a people too busy to give attention to letters any more. He suggests that the time has come when the contributions to politics, science, sociology and art, after the example of English and German Associations, should replace well-rounded periods on the advantages of scholarship. Emerson's suggestion, if adopted, would produce at least two good effects. A more studious spirit would be promoted among ourselves by a concrete example of special study than by a glowing exhortation to be more scholarly. Again, if the members of the Association are encouraged to bring the results of their special study, and assured that earnest thinking on high problems is always timely here, we will not be forced to thrust our honors on unwilling candidates and then have them fail us — not so much through lack of fidelity to engagements, as through lack of knowing just what to do, or through lack of time and will to do the work prescribed. We repress, therefore, the congratulations and exhortations that spring naturally to our lips upon our annual gathering; we follow the advice of our chief writer, the custom of European graduates, and the example of some

excellent speakers in previous years, and spend the half hour in the study of a puzzling problem.

The fact that we all received our education from the state, and perhaps owe it our first thought, the fact that lawyers largely predominate in our association, that Madison is the political center of the state, and above all that, while new state governments are constantly forming, we are yet struggling with fundamental problems in existing governments, all suggest a study of civil government as a topic for the hour.

God's aim in history is to secure the moral order among and by free men. These two lines, freedom and order, spring from two deep facts of life, viz.: the unity or solidarity of the race, and the personality of man. These two facts give rise to two widely-different parties among political writers. The first party rests upon the solidarity of the race. According to this view, government was in its first form patriarchal. As the family was regarded as a unit, and the welfare of the children and the order of the household preserved at the expense of personal liberty, so in more extended government, society was regarded as a unit, and all laws were aimed at the protection of the community, rather than the freedom of the individual. Hence the ideal of civil government was the embodiment of the moral order in laws and institutions. If the individual claimed that he should be free to choose or not the moral order for himself, he was at once assured that the only real freedom for the individual is freedom in the moral order, that all other freedom is a phantom; therefore so long as laws are the embodiment of the moral order, government does not trench upon the real freedom of the individual, no matter how many or how strict her laws. As from the moral standpoint there is no indifferent conduct, as every act has a character according to its motive, the champions of the moral order claimed the whole life of man as the proper sphere of governmental action, and favored that form of government which they thought would best secure the moral order in this sphere, generally a theocracy or a monarchy. Again, as government is the outward form under which men unite to advance the great interests of society, it will last, therefore, as long as men are co-workers. But our union will grow stronger and more intimate in our higher civilization. Civil government will

therefore be more deep, and widespread and real at the millenium than it is to-day. The very phrase "The Kingdom of God cometh," indicates to the advocates of this view an external all-conquering order at the close of our earthly history. Such is, in brief, the view which makes society or the Nation the unit and individuals only leaves upon the tree of life. This is essentially the view of Plato's *Republic*, of Hegel's *Philosophy of Rights* and *Philosophy of History*, of such catholic writers as De Maistre and Frederick Schlegel and Chateaubriand.

This view was emphatically rejected by the authors of our civil government, but showed its vitality by securing, despite the opposition of Jefferson, the establishment of common schools and internal improvements at national expense. Within the last one hundred years the principle has found powerful support from two widely different sources. First, those who believe that all moral reforms, and even religion, should be fostered by the state, naturally favor this view; and Dr. Mulford, in *The Nation* and *The Republic of God*, has given the strongest and most philosophical statement of their opinions to be found in the English language. Again, evolution makes less and less of the individual, and runs to even a denial of personal freedom in the system of Haeckel. It makes more and more of humanity, demanding that the individual shall serve and even worship it, promising him no immortality outside of humanity, in the writings of George Eliot and of Comte. It is certainly a mark of Herbert Spencer's breadth, some think it a proof of his lack of logic, that, writing as an evolutionist, he yet makes the individual and not society the center of civil government. It must be confessed that Evolution, which makes the individual less and less a separate unit and more and more the product of his environment, furnishes a more scientific ground for government interference with one's environment than we ever had before. Our system of state education, our state control of corporations and of the liquor traffic, our proposal as a Nation to stamp out Mormonism by law, to educate the colored people, and to civilize and even to Christianize the Indians at national expense, all show that the old theory is yet vital in American politics.

We may all concede that there is no real freedom for the individual outside of the freedom under the moral order, but the test

question is, "Shall church or state force the individual to choose this moral order beyond the point where his judgment approves and his will accepts it?" "Yes," say the advocates of the first view. Against this answer lie the following objections:

First: While civil government can control the outward actions of individuals it can never determine, much less control, their purposes and motives.

Second: Granting civil government this impossible power, another practical difficulty arises in the fact that no council or congress has the wisdom to infallibly interpret the moral order for individuals. Thus far in our earthly history individual seers and not national councils have foreseen the divine plan for the generation in which they lived.

Third: Even granting the second false assumption, an insuperable objection still lies against civil government forcing subjects to walk in accordance with the divine will by outward compulsion. It substitutes an external authority for the Kingdom of Heaven within us. The individual's judgment may be wrong. He may be a fanatic or a fool. Still the only morality possible for him is found in obedience to his mistaken conscience. The true worshiper worships God in spirit and in truth. But if either element must be sacrificed let the outward truth go first and the spirit remain pure. With the pure heart, the fool is only an angel in the dark and the light will come. But if one is led to violate his conscience by any coercion which Church or State may impose for the sake of an outward order, he becomes not simply a benighted but fallen angel, and more light will only make him a devil.

The revolt from the moral order theory of government resulted in another theory based upon the personality of man. Rosseau, Jefferson, Humboldt, Mill, Spencer and most Protestant writers make individual development the great work of the race. Grant, say they, that there is a moral order in the world, and that only in obedience to this do men find their highest good. But face to face with the moral order stands man, a free agent. His personality finds proper manifestation only in free acts. Morality is even impossible without the power to sin. When church and state so fence in our path by outward restrictions that it is impossible for us to go astray, they destroy the possibility of freedom and would

drive us all to Heaven like a flock of sheep. God respects too highly our personality to force us to do right. We are not ready to grant to king or pope or congress power which the Almighty will not assume. To the individual alone belongs "the fateful boon of freedom."

This conception of life as the field for the manifestation of personality determines both the form and the sphere of civil government. All just government according to the advocates of this theory springs from consent of the individuals governed. It should be in form a democracy or a republic. True, government involves the surrender of some liberties on the part of individuals. But as the restrictions are self imposed, our obedience is still in the highest sense voluntary. Again, the prerogatives of government consist only of the few powers delegated to it. All unnamed rights and privileges are reserved by the individuals who organize the government. Still more, these restrictions upon individuals are simply barriers to prevent the liberty of one individual from encroaching upon the equal liberty of others. Thus the sphere of government is purely negative. Lastly, civil government is temporary. It is occasioned by the tendency in us to encroach upon each other. "Does not civil government exist," says Herbert Spencer, "because crime exists? Is it not strong, or as we say despotic, where crime is great? Is there not more liberty, that is less government, as crime diminishes? When crime ceases must not government cease from very lack of objects on which to perform its functions?" Civil government is simply a police system sure to disappear when the sins which occasion it shall cease.

Against this view as a complete theory of government lie two historical objections.

First: No individual ever entered a government according to the theory of these doctrinaires. We are born into existing governments. Historians know of no civil government originating as a compact.

But to maintain the theory it is necessary to show, not only that civil government originates as a compact, but that each individual enters civil life only by entering into a similar compact. Law should be binding on no individual until he consents to enter the state, just as the laws of a voluntary association are binding on the

individual only when he enters the association. Herbert Spencer admits this and speaks of a condition of "voluntary outlawry" in which one has a right to remain if he does not wish to enter the state. Unfortunately for the theory, this condition exists only in Mr. Spencer's brain.

Second: In every government on earth, legislation has passed beyond the legal fiction of police restrictions, and has embodied itself in positive enactments. Men band together under civil law not simply to ward off danger but for countless forms of improvement. All laws encouraging individual enterprise, founding corporations, establishing institutions, are positive enactments, not negative restrictions. Most of the legislation of to-day begins, "An act to constitute," rather than, "Thou shalt not."

A third and fatal objection to this theory as a complete theory of civil government, arises from the philosophical stand-point. It rests upon the assumption that the state is an aggregate of individual atoms, with no organic connection. It does not recognize the solidarity of the race. It is repeating to-day the question which the first criminal asked, "Am I my brother's keeper?" It indeed concedes that one man's freedom must not run to stealing, killing and those sins which interfere with the equal freedom of others. But in the light of modern science, the line has vanished which separates those sins which hurt our neighbors from those sins which, we thought, hurt only the man himself, as ignorance, drunkenness, etc. Are not a father's passion and poor health entailed upon his children? The children of degraded parents are indeed not "innocent sheep fenced into the road to Heaven," but filthy swine born and bred to wallow in the mire. If as responsible beings, we claim the right to shape our destiny, untrammeled and unbiased by outward authority, surely children have a right to demand that they too shall be born free. Above all have they the right to demand that they shall not be born with a bias toward destruction, inherited from a father's wickedness, and then bred in a home atmosphere which will develop their latent sin. Do we not see that if civil government aims simply to carry out the conceded principle of the individualist, if it tries to check evil only where evil positively injures others, it can never close the struggle until sin is destroyed and the moral order is incarnate in the world?

We have thus presented the two theories of government which are now held. The first looks to the moral order alone, the second to personal freedom alone. The first is founded on the solidarity of the race, the second on the personality of man. Each in general is right in what it affirms, and wrong in what it ignores. We have examined the theory of external order until we find its advocates confessing that any real moral order must exist in the hearts of individuals, and not by external authority. We have examined the theory of the individualists until we find them confessing, in the light of modern science, that even internal sin affects those who descend from the sinner, and that there can be no real freedom for posterity until the moral order is established on the earth. Both elements are therefore essential to the highest life of the individual or the nation. Conflicting as the two theories appear, a little study shows that both theories go back to a common and deeper principle in case their legitimacy is challenged. The personal freedomist finds his strongest argument when his freedom is denied, not in an absurd claim of the right to pit his personal will against the authority of the state, but in the far deeper statement that he is held by an imperative Right, to whose existence the consciousness of the race witnesses, responsible to God or to posterity for his conduct. His personal freedom is the corollary of his personal responsibility. In a word, not individual caprice but the law of nature or the will of God is to the individual a "higher law" than governmental enactments. Upon the other hand, when the individual challenges the judgment of the majority and resists this law, the majority do not answer him by the absurd claim that might makes right and that simply because they are the majority and have the power, they will force him to submit to their selfish arrangements. The whole strength of the argument for an external repression of individual will lies in the assumption that there is an order of nature or of God above us, and that they are simply asking this individual to submit along with themselves to this higher law. So far therefore from the two theories logically contradicting each other, they rest back on a common and deeper principle of which they are the two essential factors. We do not conceal the fact that if we recognize the two factors of civil government there will be practical conflict. While the highest law

for the individual and society is one, yet we cannot look for harmony in our political life until both the individual and society know infallibly what this highest law of life is and yield implicitly to the law when known. We only maintain that ideally, there is no conflict; that eventually the lines of freedom and order will coincide in history; and that even now the nations, which hold the two principles together, make the greatest progress and in the long run have the fewest conflicts. Rosseau, the most logical champion of personal freedom, and of the atomistic view of society, admitted that his ideal form of society had never been realized by a civilized nation. He therefore pronounced civilization artificial and pleaded for a nature-life similar to that pictured in *Paul and Virginia* and in the Garden of Eden. Rosseau's theory found a nation ready to attempt its realization, and that attempt was the French Revolution. Upon the other hand, Spain under the dominion of the popes, and all Europe during the Middle Ages, is the best embodiment of a moral order secured by external force. Here is to be found the golden age of Cardinal Newman and Frederick Schlegel. How Schlegel and Newman, with the history of state religions before them, could hold that civil government should be the embodiment of an external moral order, or Mill and Spencer, with the terror of the French Revolution and the anarchy of Nihilism before them, could hold that civil government should be the embodiment of individual will alone, passes our comprehension. Upon the other hand, the most highly civilized nations to-day show a blind, frequently inconsistent, yet a deep instinctive tendency toward the union of both theories in civil life.

Great Britain and the United States practically say to the majority upon the one hand: "Yes, it is your right to determine the sphere of government, and to pass the laws you deem wise within that sphere;" and to the individual on the other hand: "It is your right to resist the laws of the majority when they violate your conscience." Our civil life is full of compromises and inconsistences from the union of the two theories in an imperfect society. But we prefer the somewhat turbulent, yet progressive life of the Anglo-Saxon to the anarchy of Africa or the dead uniformity of the Muscovites.

We have thus tried to describe the two factors which enter into

civil government and the common principle on which they rest, instead of giving a formal definition of government. These two factors and the principle furnish three tests of good legislation. Perhaps we can make these tests clearer by referring to the three circles which Professor Parkinson was accustomed to draw upon the blackboard, one within the other, inside all three of which every good law must lie. (If we have changed the names of the circles, the undergraduates must remember that we took our lesson some ten years ago.) The first and largest circle may be called the circle of Right, resting on the divine factor. Every proposed law should certainly fall within this circle. The statesman will vote for no measure, however much it may be demanded by the majority, or however favorable to individuals in his own locality, which violates the principles of political economy or of jurisprudence or of morals.

The second circle, lying inside the first one, is the will of the majority. It is an axiom of republican government that measures, however just in themselves, should not be enacted into civil laws until public sentiment will sustain them. Unless the legislator is to forsake the republican theory and become a benevolent despot, he will vote for those laws which express, not his ideal, but the nearest approach to that ideal which the nation will now accept. We are aware that the statesman who thus waits on public sentiment bears an outward resemblance to the demagogue; and we doubt not this theory like patriotism in old Dr. Johnston's time will prove the last refuge of the scoundrel. Despite the danger, we still affirm that the mere adaptation of laws to the changing condition of a people, no more makes the statesman a demagogue than teaching children sentences of one syllable before Shakespeare makes the teacher a demagogue, than the giving of the old dispensation and holding back the new, until the fulness of times, made God a demagogue.

But a wise law will have reference not only to abstract right and to public opinion, but also to the individual. Surely the personal factor must have some weight with the statesman. If it is unwise to force a measure on the majority before they see it to be right, it is only a less degree of unwisdom to force a measure upon the minority before they see it to be right.

This third test receives full recognition in this country in regard to religion, and must find larger and larger expression in every domain of law. But the principle of adapting laws to individual judgment, cannot be absolute until we reach a far higher stage of individual development than we have yet attained to. If the test were absolute we would have no civil laws enforced by penalties until every individual accepted the law of his own accord, or in other words, society would never pass through the legal stage. It is in this third circle of expediency, or the adaptation of laws to individuals, that the puzzles of legislation arise.

We have not furnished three tests which can be mechanically applied to every law as one would use a foot rule in a lumber yard. The difference between a principle and mechanical rules is that a principle gives rise to ever-varying applications; just as under the one law of gravitation, mist rises and rain falls. Instead, therefore, of making these rules more definite, we would sum them all up in the principle of adaptation. Statesmanship consists in the adaptation of the moral order to the growing conditions of free men. National life is a growth, and no set of civil laws can be the best manifestation of that life in all its stages. We can only say *a priori* that order should have the predominance in civil government in the childhood of society, as in the government of the individual in childhood; and that as national life advances, freedom should have fuller and fuller recognition, until at last the ideal is reached in which the moral order becomes incarnate among and by free men.

Society may be represented as passing through three stages in relation to every principle, only one of which is the legal stage. First is the barbarous stage in which a principle, as for instance the sacredness of life or property or freedom is scarcely recognized in theory and generally outraged in practice. But society advances in its apprehension of the principle, and a larger and larger number adopt it until the majority demands its observance and enforces its demands by penalties. This is the second or legal stage. But the people still advance in their apprehension of and obedience to the principle until they reach at last the third or moral stage, in which their obedience springs from inner convictions and not from fear of outward penalties. We have seen the principle of freedom,

for the negroes passed through these three stages in the memory of most of us. First came the pro-slavery period, when the principle was ignored; then the war period, when the majority demanded its observance and enforced that demand by arms, and the principle was embodied in our constitution; and last, the present period, in which the principle is observed from inner convictions and not from fear of outward force. We doubt if the fourteenth amendment to our constitution will ever be needed again to prevent the enslavement of a negro. The law as a civil law thus ceases, because it is fulfilled. Ninety-nine out of one hundred have passed beyond the legal into the moral stage in regard to the sacredness of human life. But the law yet remains upon our statute books because of the few laggards in civilization who have not yet passed the barbarous stage. Upon almost every religious question the civil stage has been entirely outgrown. *Civil government may therefore be defined, as the temporary stage through which a people pass on the road from non-recognition to the universal recoguition of a principle.* We thus see how narrow are the bounds of civil government. It is not commensurate with that portion of abstract right which the majority believe in. It is only commensurate with that portion of the right which the majority deem proper to force upon the minority by external penalties for a season. But while limited, external and temporary, the legal stage is an essential step in the progress of the race. If the law is in accordance with the nature of things, its sanction is not simply the will of the majority, but nature, or rather, God, whose will it simply expresses. The legal stage repeatedly receives in the Bible the sanction of God as over against the barbarous stage. "The powers that be are ordained by God" as well as the Church of Christ. Thus civil government may be defined as the temporary and external form of the Kingdom of Heaven on earth.

We have thus pictured the two goals, freedom and order, which statesmen must keep in view, and the principle of adaptation which will determine their relative influence in each particular law. Perhaps our discussion will become both clearer and more practical by an application to two or three of the puzzling problems of the day. We are aware of the risk we run in attempting an application. Prudence dictates that we should stop with principles on

which we are all agreed, rather than make applications on which there are grounds for differences of judgment. But it is better to be stimulating, and possibly helpful, than to be always safe.

The principle of adaptation which is fundamental in a republic reveals a strange anomaly in our nation, viz.: the fact that in seeking to adapt our laws to the people, we appeal to only one-half the people. We can readily understand why paupers, criminals, the insane, and children are not appealed to for an opinion. They have not yet come to personality, i. e., to intelligent, moral self-direction. But it has always passed our comprehension that women should be ranked with criminals and the insane, so far as a voice in making the laws is concerned, and then ranked with responsible beings in regard to obeying the laws. We could never see why one-half the people should be called upon to support the government by taxes, and by at least equal sacrifices in war, to obey the laws in person and not by proxy, and then left to secure a voice in the government only by indirection and stealth. To those who adopt republican principles, it is only uttering a truism to say that each person governed should have a voice in the government as soon as he fully comes to personality. It is only uttering another truism in a republic to say that a voice in the government consists in personal franchise, and not simply in having a government which other people judge adapted to one's needs. We can readily account for this restriction historically. The colonists did not originally intend to establish a republic for men. Bancroft says the hesitation to contend for independence and self-government was marked as late as July, 1775. We can hardly realize how visionary the whole scheme of self-government seemed at the time of the Revolution. Republicanism had failed whenever it had been attempted on a considerable scale, and, with the exception of some small cities, had disappeared from the earth for over a thousand years. Is it strange, therefore, that our fathers applied the principles of republicanism somewhat timidly? that they did not go to the logical extent of their declaration of independence, and make freedom independent of color, and suffrage independent of sex? The real marvel is, not that our fathers did not do more, but that they accomplished so much; that they came so near their ideal, and yet carried the states with them. But while there is a valid

historical excuse for our fathers' failure, there never has been a logical defense of this action in restricting freedom to persons of one color, and suffrage to persons of one sex. The one inconsistency has disappeared, the other is philosophically doomed. There is no argument on which the restriction can rest that is not fatal to republicanism. The fact that the wife is so indissolubly joined with her husband deprives representation by proxy of its greatest evils. But the violation of the principle of republican government yet breeds evil restrictions based on sex which merit Lord Brougham's characterization of the entire common law for women, viz.: "A disgrace to civilization."

I am glad that the university of Wisconsin led the way among even American colleges, in giving equal opportunities to her daughters. A wise solution of any subordinate question lies, in giving the same freedom to and putting the same responsibilities upon the young women with the men. Some giddy children of both sexes will possibly make shipwreck through the freedom which you grant. The parents must judge of that risk before sending their children here, and if young poople abuse your freedom send them back to parental control. A great university, with the best talent in the state, has a grander mission than maintaining the petty discipline of childhood.

Perhaps our discussion will throw some light upon the legal phase of the temperance question. This vexing problem was before twenty-five state legislatures the past winter and is agitating every state in the union. Liquor selling has not yet passed into the stage of legal prohibition, like the evils before referred to. The question at issue is: Will liquor selling pass through the legal stage, or will temperance be left to flourish by moral force alone? The question has been almost closed by the action of all the states. The temperance question has, by the consent of all parties, already entered upon its legal stage. The question now at issue in every legislature is — not prohibition against moral influence, but prohibition against other forms of legal restriction. The advocates of license yield the whole principal of legal interference with the traffic. If liquor venders grant the right of government to impose upon them a tax of $500 or $1,000 above the tax imposed upon all for the support of the government — a tax imposed for the avowed

purpose of restricting the traffic, they have conceded the right of the government to tax the business out of existence. If government could ignore the liquor traffic, leaving the business to individual judgment and to moral influence, its position would be perfectly consistent and possibly wise. But the evil has assumed such proportions that by the concession of all parties the government is called upon to deal with it, and for the state to confessedly aim to discourage the business and to actually drive every poor man out of it and then consent for $1,000, not simply to leave unmolested the business of the rich vender, but so authorize it by a written sanction, is a temporary compromise. High license is indeed defensible if it is an advance upon low license and the greatest advance we now can maintain, just as the restricted slavery of the Mosaic dispensation is defensible as against the unlimited bondage which it supplemented. Public opinion may not be ready in Wisconsin for prohibition for ten or twenty years. It is a sad confession but true that upon this subject we are just getting out of the barbarous stage of indifference and open violation into the stage of agitation which precedes the legal one; and prohibitionists are unwise to push sterner provisions upon our statute books until they can be made at least more effective in checking the evil than our present laws.

Perhaps, also, the civil authorities are justified in waiting until scientists become more unanimous in the verdict that all use of alcohol for drinking purposes is in itself harmful. But we do not pronounce the shooting of game birds harmful when we forbid it during a certain season of the year. It is simply a question of the greatest good to the greatest number. And whatever liberty of private use may be left, in the face of the admitted and enormous evils arising from the public sale of liquors, the day will come when the government sale of license to one man for $500, and to another for $700, and to another for $1,000, in exact proportion to the evil they expect him to accomplish, will be as impossible among our children, as Tetzel's sale of indulgences for polygamy at six ducats, and murder at eight ducats, and perjury at nine ducats, would be impossible among us. Politicians may cry peace, peace, upon this question. But unsettled questions have no reverence for the peace of parties; and politicians might as well build their homes on the

crater of Mt. Vesuvius as to construct platforms upon the hope of the permanency of our present liquor laws.

But while prohibition will be the next stage in temperance progress, it is not the final stage; and those men are true co-workers, and are working from the ideal standpoint, who are preparing the people to combat this evil by moral strength. While this virtue may need for many years the props of outward law, yet this principle, too, must constantly aim at and finally reach that goal in which it shall flourish by inner strength and not by outward help. The youth have reached the ideal of manhood, not when they are so fenced in by outward restraints that they know not temptation, but when they so readily overcome temptation by inner strength that they can be in the world and yet not of the world. Outward legislation is at best but the forerunner and messenger of the inner law. It becomes a divine messenger only when it cries before the inner law, as John before his Lord: "He must increase but I must decrease."

Lastly, our discussion involves the question of religion and the state. On this question all agree to the abstract proposition that Christianity in all our states has passed the period of state support, and that the doctrines of no sect ought now to be inculcated by civil law. Many, however, fail to see the logical consequences of this admission. I cannot remember the time when I first heard this university styled a "Godless institution" because it did not teach a distinctive Christian faith. I was obliged to dissent from the very thoughtful address delivered two years ago, because the speaker apparently held that a university which does not distinctively teach religion is false to the highest function of the college, and that therefore Christianity should be taught in some form in our state schools and in the university. We do not declare *a priori* that the state should never foster religion. We do not hold that it would be illogical for us now to put Christianity on the list of protected articles while we protect and foster so many of our mental wares. But one who believes that the legal protection of every principle is only temporary will not want to purchase consistency by putting Christianity back with education upon the protected list. He will rather urge all other interests on to her goal — the goal of free development unhampered and unpampered by the state.

History amply vindicates the wisdom of our fathers in leaving Christianity — the strongest and most vital interest with which they had to deal, to moral influence and to individual support. The church left to individual effort numbered one-fifteenth of the population of the United States in 1780, and one-fifth of our population in 1880. Under the free principle the growth of the churches was three times as rapid as our marvelous growth as a nation. In face of this providential history, the attempt to push Christianity back into state schools and colleges in the form of a state religion is as vain and undesirable as the attempt to push back the fragrant flowers of June to the scentless buds of March.

We recognize the unity of all truth. We believe that Christianity is part, and perhaps the highest part of science, that it is the science of spiritual life; and we would grant professors the largest freedom in teaching truth in all its connections. But a professor is under no more obligation to teach all truth when employed to teach Latin, than is a carpenter to rebuild your house when hired to mend a picket in the fence. We have no complaint to make of denominational colleges, sustained by individuals. We believe such colleges can be wisely made far more distinctively Christian than they are. They should set the example of teaching all truth from what they conceive to be the loftiest spiritual standpoint and then urge their greater success, when they achieve it, as a ground for the disestablishment of state schools. But for them to insist that Wisconsin, which has adopted no state religion, must have the Bible read and religious rites performed in its schools and the University or accept the charge of atheism, is both dangerous and false. The charge is dangerous because it teaches that Christianity consists, not in the righteousness of one's work and the spirit in which he does it, but in the outward forms under which that work is done. The charge is false, for any work which so far as it extends, is in accord with the laws of nature or of God, is not open to the charge of godlesness. If a teacher does conscientiously the work he is hired to do, the use of a religious formula to hallow it is as superfluous as nailing a bible text over one's door to preserve the sanctity of the home. If our fathers organized the republic in accordance with the laws of God, to charge them with impiety for not putting his name in the constitution is as silly as to charge the

Creator Himself with impiety for not blazoning his name across the sun or thundering it in Niagara.

We have taken the side of freedon in regard to Christianity, and of order in regard to temperance, because we think society to be in different stages of development upon these two questions. Society is in a state of progress in which individualism and external order are contending. We never were in a completely atomistic condition, for without some organic union, individual existence had been impossible. The individual and society have not yet reached ideal union, for in that condition civil government will be needless. If no organic union were taking place, the attempt to hold people in proper relations by civil law would be as vain as holding together the chemical elements which compose an apple in the hope of mechanically producing fruit. If the organic union were complete, civil government would be as needless as wrapping bandages around the trees in your garden to hold their living particles together. Humanity is the Tree of Life: personal character its fruit. Civil government will not destroy the tree, which alone can produce the fruit; nor the fruit, which is the glory of the tree. It is the kindly prop and bandages which hold limbs and grafts in their proper places until the Tree of Life shall complete its growth, and, in the mystic symbolism of St. John, yield fruit every month in the year.

SOME ATTEMPTS AT NATURE STUDY.

Read at the meeting of the Wisconsin Teachers' Association, Sheboygan, July 12, 1883.)

BY E. R. SMITH, BURLINGTON, WIS.

That there are two sides to a question is proverbial. Ruskin says, that matters of consequence are three sided, or four sided, or polygonal.

It is usual, in papers upon nature study, to view the subject from but the one side. That naturally taken by the scientist or specialist. Let us look upon nature's more approachable side. That within the reach of the comparatively untrained teacher or student.

These attempts have been mainly the study of the external relationship of things, and are essentially out-of-door in their char-

acter. Out of door study ought to be made a prominent feature in education. Habits of close, systematic observation of nature can be fixed in no other way. The attempt has been made to interest and train pupils by a better use of their eyes. To observe more closely and intelligently the facts presented to their every day view. And not only to see, but to note and describe.

A knowledge of his surroundings and an intelligent conception of animal and plant life, should form a part of the training of every child. Such training cannot begin too early. That it is called for, in some degree, in the primary form in our course of study is encouraging. But it should continue through the entire school life.

All nature teaching must be objective. The pupil should be brought face to face with nature. He should see the individual plant or animal. He must become a discoverer, not of facts new to science, but of facts new to him. Knowledge of nature to be valuable must be first hand. What is needed is constant study of the actual thing. Not something said about it but something seen of it. Nature from books alone is worse than a delusion.

To leave field work until the corresponding studies are reached in the course is a mistake. The attention should be daily directed to some phase of nature. These years of observation and familiarity with nature will make even short courses in science of practical value.

As children can not at first grasp generalizations, we must begin with the familiar, the concrete, leaving general statements and classification towards the last.

Such attempts at nature study may not come up to the standards of those who believe that a careful investigation of half a dozen plants and animals to be the best means of obtaining biological knowledge. But this work merely precedes the more scientific instruction — does not aim to take its place. Nor need we discuss the question, which is the better student of nature, the generalist or specialist. We do believe, however, that there are many facts in nature, coming under the head of general information, that the child has a right to know. That the getting of this information is of itself valuable. That the methods of presenting such facts ought not to be measured by the methods of exact science. And that he is not a good naturalist who does not know his own locality thoroughly.

The problem which ought to be presented to all teachers is this. How may pupils best be put in the way of nature study. How may somewhat of this desirable contact with nature be made possible.

Birds have furnished as an easy introduction to this kind of nature study. They are always with us. Not confined to particular seasons like plants, nor hidden by the snows of winter as are rocks, but some of them are open to our inspection at all times. Children become interested in them and their ways very easily. Indeed the smallest living bird awakens more genuine interest than our much prized mastodon remains.

Pupils are encouraged to make notes of and report whatever they may see strange or interesting about birds, and there is almost no limit to the enthusiasm that may be developed in this direction. Everything noted and reported should be the result of the pupil's own observation. Nature not books. He may be told where to look, how to see—sometimes what to look for. But this must never degenerate into mere telling. The faculties must be used to be cultivated, and the average book is a better informant in natural history than the average teacher.

Much has been done by daily general exercises in bringing out facts regarding descriptions, names, habits, food, eggs, nests and cries.

The pupil should note arrival and departure of the migratory species. Have them see as many as possible of those birds with us for a few days only, in spring and fall. Let them study the peculiar habits of our winter birds. Their precarious livelihood. Experiment in feeding them. Note the remarkable tameness of those nothern species coming to us in the coldest weather.

Attention should be persistently called to the plumage of birds. Lead the pupil to see its adaptability to the bird's surroundings. The different marking of the sexes. What connection have the similarity or differences with their nesting habits. Try to have them discover these facts themselves.

Give them a statement like this, so frequently made in text books and science papers. "All birds that perch on trees, hop on the ground." Your pupils, if trained to see, will at once disprove the statement by reporting several "walking" species among the perch-

ers. Some of the more thoughtful will discover that "hopping" is confined to "perchers," but not characteristic of them all.

So in time will they discover the peculiar offices of certain families. Warblers being largely leaf protectors. Robins and Grackles working on the ground. Snipe and Woodcock below the surface. Woodpeckers protecting trees from grubs. Swallows and Swifts ridding the air of insects. And this study of bird life leads to observations of insect life of the highest practical value.

Special attention has been given to the cries and songs of birds. The attempt has been made to know the common birds by any of their notes, and it has been fairly successful. How many teachers know the voices of the birds of their own locality? Can name them by their song? Have ever heard the exquisite notes of the Wood Thrush? Have noticed the ventriloquistic powers of the Robin or have learned to know his mental states from his cries? How many know whether the Brown Thrasher mocks or has an unvaried song? Know, from their own observation, that the Cat-bird is a beautiful singer, or can reasonably account for his disagreeable cry?

The habits and eggs of the polygamous and parasitic Cow-bird. The nests, habits and plaintive cry of the Cuckoo. The domestic nature of the Blue-jay, so unlike his noisy public character. The crimson spot and phenomenal bravery of the King-bird. The untiring industry of the Swifts, their spiny tails, and almost edible nests. The apparently cruel nature of the Shrike. The usefulness or harmfulness of the English Sparrow and the so called "Sapsucker." The love note of the Bittern. The Pectinal's clan of his family. All these furnish a wide field for genuine nature study.

Care needs to be taken to repress the tendency to "oologize." Boys can be taught to study birds without robbing them.

Interesting experiments have been made in furnishing building material for the more domestic species. Bringing out some curious speculations regarding the aesthetic sense in birds.

We began years ago to procure and mount specimens of our local birds, and have now in our school a collection, one hundred fifteen mounted, and forty unmounted skins, representing one hundred genera, all taken within the limits of our school district. A complete set of our own birds being now quite within the possibilities.

These mounted specimens are of great assistance in various ways, but the living animal, at liberty, is the best subject for study.

Of the thirty wild mammals of our vicinity, we have mounted specimens of twenty species.

We have secured and preserved specimens of the other classes of vertebrates, having typical species of all the orders of Fishes, Amphibia and Reptiles of our locality. We try to give to them their fair share of attention and study. For instance, toads have ceased to be repulsive. Their habits having been so closely watched, that they are carefully protected at many houses. Boys who have seen them feed on Colorado Beetles naturally defend them.

Whilst the acquaintance of snakes has not been so enthusiastically cultivated, enough has been seen to show, that since the time of that "ophidian who tempted our common mother," snakes have been misunderstood.

With the classes of Articulata less has been attempted. To be sure we have noticed something of the peculiarities of the Lumbricus. Have exploded the popular "hair snake" theory of the Gordius. And the crayfish has furnished his share of entertainment and instruction. Not studied as exhaustively, indeed, as Mr. Huxley would wish, yet as he suggests, "Crayfish in hand." By means of our school-room aquaria his structure, food, breathing apparatus, cilia and eggs have been closely observed.

For the examination of living Arachnida, Myriapods and Insects we have found small glass bottles to be very convenient. The most squeamish, soon becoming reconciled to handling them under such conditions.

We have been quite successful in growing Lepidoptera, but will omit details.

The work of Gall flies, Ichneumon flies, Spittle insects, etc., is so noticeable that it cannot escape investigation, and the insect pests present an unbounded field for practical study.

Let me give one illustration of the observation of insects.

A nest of a Paper-Making-Wasp was brought to the school-room June 11, care being taken to learn that it had but one proprietor. The pupils first noticed that the inner cells only were hexagonal, that the outer and partially completed cells were more or less cy-

lindrical, and not at all six-sided. At once suggesting the question, "Is it instinct or pressure that gives the completed shell its shape?"

They also saw that fifty-two cells had been begun, that thirteen were capped, that five others appeared to be completed, each containing a full grown Larva. That the others were in regular stages of completion, each containing an egg or grub, and that each cell had been built up as its contents grew.

June 24th the inner cell gave up its full grown worker, the next day the adjoining cell, the third day another, and so on. These daily births showing pretty conclusively that the eggs had been deposited at the same rate. Had the female been undisturbed until the appearance of the first worker, she would have doubtless added one cell daily, making sixty-five in all, representing sixty-five days' work, and the probable time required for maturing and hatching her young.

Thus these young observers were in a fair way to establish several interesting facts regarding the life of this wasp. Of course, they needed to be cautioned not to conclude too hastily, but to wait for confirmation by other observations.

They also saw what man was so long in seeing, that here were manufacturers of "wood pulp" who needed no protective tariff.

Of mollusks, snails naturally have received the most attention. By means of fruit-jar aquaria, much has been learned about them. Their peculiar locomotion, both crawling and swimming, manner of eating and breathing, rate of breathing and speed in crawling, their feeding habits, apparently varying with the season, time they can remain under water, all have been noted. Many broods of young have been hatched, time required for hatching noted, rate of growth of the young snail measured.

The study of plants is begun in this general way long before the regular class work in Botany. Observations and general exercises followed by written descriptions of leaves and plants. Written, so far as possible, *plant in hand.* The pupils learning correct common name, the name and use of organs.

The attempt has been made to familiarize pupils with the forest trees of their locality, by collecting samples of wood and leaves,

observing mode of blossoming and fruiting, and drills in naming species at sight. By a systematic hunt the trees of the township have been listed and the location of the less common species recorded.

How many are perfectly sure of the trees in or near their school grounds? Would be able to recognize five species by either wood, bark or leaves? Teachers who feel deficient in these respects need not be discouraged, for Lowell tells us that Thoreau, until he built his Walden shanty, did not know that the hickory grew in Concord. That the seeding of the pine was not noticed by him until he was forty years old. Yet Thoreau learned to watch nature like "a detective who is to go upon the stand." "Place me," said he, "on Concord swamp in a trance, and when I awake I will tell you the date by the appearance of the vegetation."

Botany, being the simplest of the sciences, opens the way to classification and to the orderly arrangement of facts acquired by these general observations.

Up to this point, the work has been general. The whole school taking part. What remains is the work of the regular classes in science.

While holding pretty closely to the usual methods of plant study, we have kept in view the fact that out-of-door-work is of the greatest importance still. The pupil is expected to study the *growing* plant. To see it in as many stages of growth as possible.

To insure this daily study of the living plant, two means have been employed — frequent excursions and the cultivation of "wild beds." Much has been done in securing and preserving in these wild beds rare plants, and those becoming extinct through various causes, upwards of one hundred wild species blossoming this season in one yard, among them ten orchids.

The pupil who has seen these orchids daily from their first appearance above ground, through their flowering and fruiting, has a far different knowledge of Orchidaceae than that obtained in the usual way.

The classes are kept constantly searching. The habitat of plants is made prominent. "Where ought it to grow?" "There we will look for it." Frequent trips on foot, rides and picnic excursions to

more distant localities, serve to keep the class in "telephonic communication with the woods."

A plant record has been made showing location and time of blossoming of plants taken by the various classes.

Specimens of Drosera kept in these wild beds have shown us much of interest. Its manner of capturing insects; the reddening tentacles; the incurving leaf; the apparent digestion and time required for the same; the unfolding of the leaf and evident preparation for fresh captures. The wisdom of the ant in refusing to step on the treacherous leaf; his helplessness when placed upon it, and his immediate death. The young people who have been noticing these things will read Mr. Darwin's book with a lively appreciation, and needed but a hint to set them watching their petunias to discover if they are also insect eating.

Pupils accustomed to the minute observation of plants, and to determining and classifying them, take kindly to any simple plan of analysis and classification of the Animal Kingdom. We have found it practicable to give them toward the last of the course an outline of the Animal Kingdom, with brief characterizations of sub-kingdoms, classes and orders, by means of which the species which they have studied in a general way take their places in the system, and they readily acquire the power of order, at least.

Certain times in winter or spring, when ground and trees are bare, afford excellent opportunity for becoming acquainted with the topographical features and the rocks and fossils of a neighborhood.

By a little management, our drift hills, exposed ledges, railway cuttings, gravel pits and neighboring quarries, were well scoured, and samples of everything in shape of rock or fossil brought in. A mineralogist was employed to name and label the rocks, as a beginning of our geological collection. No attempt being made to identify fossils other than to make the broad distinctions of corals, crinoids, trilobites and orthoceratites. These distinctions are taught to the school generally, for it seems discreditable for people to be enthusiastic over "petrified honeycombs," "screws," "fish tails," or, as in case of one just brought in, a fine piece of columnar coral, found near the mill, hence surmised to be a "*petrified corn cob!*"

The drift itself is interesting. Its depth is shown by the river banks and quarries. Better still by a complete set of sample borings from a two thousand-foot artesian well in the vicinity.

The Kettle Range being a local feature, has been industriously studied. Order has been brought out of the apparent confusion of "hogsbacks" and "kettles." The limits of the range in the town established by actual tramping and observation.

The habit of observing topographical features has been constantly cultivated, and the fact emphasized, that the course of a river, the direction of a chain of hills, the position of a lake, or the arrangement of strata in a bed of gravel may be made the subject of intelligent, pleasing study.

Of course specimen gathering has its drawbacks. Not infrequently things are brought in beyond the knowledge or resources of the teacher. I have here a modern jaw, found in our village, that for four years has puzzled many of Wisconsin's scientists, and is still unnamed. But nearly every thing will in time give up its secret.

A word might be added regarding our school cabinets:

Killers for insects and for alcoholic specimens are kept in readiness, so that our collection is always growing. The botany classes take great interest in adding to the plant collection. Rocks and fossils, birds and mammals already exceed our conveniences for storing them.

The rule has been to keep these objects in the school room; cases unlocked during school hours; every specimen so that it may be easily handled by the pupil or brought before the class or school. The handling and study of them to be encouraged.

Our attempts at nature study fall into three steps or stages —

First — To observe — name — study habits — a general exercise.

Second — Written descriptions and narration of facts observed — a special drill in composition.

Third — Analysis and classification. To be attempted by those who regularly study the elements of natural science. This plan, followed for some years, seems to be successful; and presents no difficulties that are unsurmountable.

In the words of another, let me say —

"When simple curiosity passes into love of knowledge as such,

and the gratification of the aesthetic sense of the beauty of completeness and accuracy seems more desirable than the easy indolence of ignorance; when the finding out of the causes of things becomes a source of joy, and he is accounted happy who is successful in the search, common knowledge passes into what our forefathers called natural history, whence there is but a step to that which used to be termed natural philosophy, and now passes by the name of physical science.

"In this final state of knowledge, the phenomena of nature are regarded as a continuous series of causes and effects. And the ultimate object of science is to trace out that series, *from the term which is nearest us* to that which is at the farthest limit accessible to our means of investigation.

"The field of Nature is boundless, and though nowhere inaccessible, she is everywhere unfathomable."

PUPIL AND TEACHER.

(Read at the meeting of the Wisconsin Teachers' Association, Sheboygan, July 12, 1883.)

BY MISS J. L. TERRY, RIVER FALLS.

We are all pupils. Involuntarily or with definite purpose, schooled by innumerable teachers, we are led through many a mysterious tuition from infancy to old age.

However varied may be our views of life, death and eternity, we admit the grand purpose of life itself to be education. Minds which come to consciousness hampered by crippled bodies are the objects of our pity; minds which depend for their perceptions upon imperfect organs of sense call in their idiotic feebleness for our support as well as our sympathy; minds that through diseased organs of perception have insanely distorted views of life's responsibilities, we place where they cannot endanger the prosperity of the community; and minds that yield the throne of reason to become servants of sense we despise for their baseness. Yet, as brothers of humanity, we entreat them with tears and prayers; we endeavor to legislate away their temptations; we groan over the evils which attend their influence,— and after all, in this civilized country, in this enlightened age, we are blind pupils, and the problem of social

corruption and moral degradation is one which the great Teacher alone can solve.

With this view of life and its responsibilities we cannot place too much stress upon the training in primary schools, whence must come our future students, teachers, citizens and rulers.

The teacher appeals to a natural impressibility when he begins the education of young children, and the early training of the child's habits of perception is all important; for as the pupil becomes older he learns to perceive and reflect upon such impressions as may suit his taste, and other influences pass without conscious recognition. This habitual choice of influences explains the fact that exactly the same course of training will in one child produce enthusiasm, in another, indifference, and in a third, repugnance or open opposition. Thus did the blind men of old "see" the elephant. One striking the animal's flapping ear, pronounced it a fan; another, grasping its tail asserted that the wonderful creature was nothing at all but a rope; and a third, beating against its unyielding flank, declared that it was a formidable wall. Such is our finite perception of infinite truth. And we approach a step toward the mind of the divine Teacher if, while airing our individual fans of doctrine, we allow a space in the vastness of eternity for the ropes and the walls of our neighbors.

The minister, the lawyer, the scientific investigator, the professor in his class-room, all appeal to powers of reflection more or less developed, and cannot hold themselves responsible for previous habits of thought. But no such limitation is put upon the work of the primary teacher. He has the first title to the domain of mind and he should consider well his fitness before he attempts to hold this trust. Do not let him lay the stress of responsibility upon inherited disposition, outside influences, or even at the door of the home. All peculiarities of birth and condition must be accepted as part of the teacher's problem. In spite of these — or better, with the careful study of these — is the influence of the teacher to be exerted over the life of the child. His smile must encourage industry or idleness, his frown excite repentance or defiance. His influence will be carried through the streets to the home, and the spirit which he educates in the child will go with him for good or ill to the end of life.

What then should be the preparation of the teacher for his work? Is it enough, as some have thought, that his scholastic education enable him to stand the test of a prescribed examination? Or is it yet enough that he study the nature of mental machinery through the research of great philosophers, and acquaint himself with the theories and methods of the world's successful teachers?

The faithful imitator of a great artist does the world good service. Even the mere copyist quite devoid of originality serves as a medium between the untaught multitude and the spirit of some grand master. So the plodding teacher who is true to his model method, often completes a valuable work of education. But the misguided instructor who endeavors to apply borrowed theories blindly and indiscriminately, is, alas, like the decalcomania decorator, pasting pictures, which he knows only by their labels, upon surfaces curved or flat, as custom may demand, and varnishing all with the conventional polish of the trade, lest defects be too conspicuous. Such mechanical surface culture may be accepted in the decorative art, but in the education of our boys and girls it is worse than sham, it is a criminal offence against God and man.

The carpenter studies his tools, his materials, and their appropriate uses, and measures his strength as apprentice under a master competent to guide his work, before he is trusted to deal independently with plane and saw, and with the passive wood. The engineer studies machinery, the relation of part to part, the application of powers, and tries the strength of his own nerve under a guiding hand, before he is trusted with the movement of that great creature of steel and steam which is, within the boundaries of two slender rails, the servant of his strong right hand.

Now if our artizans, who apply living thought to lifeless material, must serve apprenticeship to higher masters before they ply their trades, what should be the training of him who undertakes to master that living, changing, susceptible material called the mind of the child? And if the cutter of stone must not only know the worth of his tool, but also the nature of the substance before him, what will it profit the teacher if he whet his mathematical chisel to its keenest edge, and know not the material beneath his hand? And if the engineer, who rules a locomotive in the service of a few

hundred travelers, bringing them in safety to their journey's end, must train his perception of color to the nicest degree of accuracy in instantaneous recognition of danger signal or safety light, what keenness of perception must be that of the teacher who would guide thousands of living motors to the goal of success in life?

The teacher needs knowledge that he may impart it to the ignorant; he needs culture that he may influence and control; he needs experience that he may understand his personal relation to his work. To the citizen the common school and the college offer advantages for self-improvement and general culture, but the student teacher needs something which he cannot obtain in such institutions. While he is testing his own mental ability he must study the minds of others and his power over them. This study of the child may be accomplished in various ways, and the tuition is sometimes an unconscious one. The student gains much by observation. He should see the practical unfolding of theories, and note the results of methods, and as the advanced class-room does not afford adequate field for such observation, the student in college or university is fortunate if he find frequent access to some well conducted school-room.

The young mechanic not only learns the names of tools and their appropriate places in the workshop, observing their use, but he handles them himself, submitting the result of his work to ordinary tests; and the so called adverse circumstance which compels the struggling student to eke out his scanty capital by investing in a county certificate, trusting his life and happiness to the mercies of an unruly district school, is often to him a blessing in disguise, teaching him (perhaps at the expense of his pupils) a lesson which he could never learn in the college walls.

The college student, however, has not always opportunities for observation of approved methods, and even if the models are before him, his ability to observe independently, and profit by such exercise, is doubtful. It is no small acquisition when the student in any branch of culture learns what and how to observe, and instruction and supervision are as much needed in this as in any other school work.

Hence normal schools are making special efforts to provide not only for the scholastic education of teachers, but for practical

training in their special work, by maintaining in connection with the Normal Department, schools called Model or Training Schools. The work done in these schools is made a subject of study by student teachers, and in some institutions the students take active part in the instruction of model grades. For this work the student prepares himself as he would for any recitation, and it is open at any time to criticisms from the principal of the grade in which he teaches, is subject to inspection by the instructors of the normal department, and in some institutions is under the immediate supervision of a training teacher.

That some system of practice work is beneficial to the normal student is evident. It is an accepted principle of all experimental science that the study of theory should go hand in hand with practice; and in the work of the teacher, who must allow for an indefinite series of varying conditions, the power of adaptability so gained, is essential to success. The student who has carefully considered theories and methods of instruction in a course of four years' study, and has not tested his own strength in their application, has a meager preparation for the trials which a teacher must experience in his efforts to apply formulated methods to varied requirements and unrecorded conditions. Indeed the very methods are a drawback when experience is wanting, and the young teacher would be better able to face his difficulties who had only his own natural resources upon which to rely. Thus arises the objection to a special training which is said to rank method above mind and rule in advance of originality. Though, really, the young teacher should not be called to account for too much method in his madness, but for too little common sense in the application of very worthy methods.

Success often attends the efforts of the teacher who begins his work with a bare knowledge of text books, but at what cost to nerve and brain, too many know by experience.

The heavy burden which drives so many drooping forms from active service just as their right to the name of teacher is fully assured, is not so much the labor of instruction (even in this day when much is required of teachers), as the terrible uncertainty which attends the success of an untried experiment. And while it cannot be supposed that forty weeks practice under supervision

will manufacture a teacher of experience, it is evident that it will secure an immeasureable advantage to the student. Instead of treading unknown ground as he enters the school room in the relation of educator, he has consciousness of having done the work before, which carries with it ease and independence, and is itself an assurance of success.

Now this question may arise. Though training schools are a great advantage to the student teacher, what parent wishes to make his child the subject of experiment? This may be answered: First, the child is not necessarily the subject of experiment because his instruction is used as an exemplification of correct methods. Second, is it not better, since a teacher's first work must be an experiment, that it should be made a matter of careful study, under the control of competent instructors? Is not the gain to the pupil teacher thus greatly magnified, and the harm to the child thereby obviated? Third, no parent would have his child the victim of experiment, therefore let him use his intelligence in support of some means by which individual experiment may be excluded from our public schools and trained teachers may be furnished for the work.

The genius of the teacher is not a ready made garment furnished in proportions, which may be adjusted to any measure of ability or requirements. There are worthy men and women who are earnestly desirous of supporting themselves, and doing the world service, who should be most grateful to the true friend who advises them never to attempt the profession of teaching.

So long as the demand for instruction is great, and the desire for employment is still greater, it is not strange that among the crowded ranks of those engaged in the art of teaching, the number of inspired artists is comparatively small. Nor should we wonder at this when we consider that, while the world has produced many teachers who have used pen, or brush, or chisel to interpret the truths and the beauties of creation, very few have been able to reveal to the heart of humanity the spirit of the Creator.

The community which would aid in the work of professional training should recognize the position of the practice teacher as the most important feature of the normal school work, consequently entitled to respect and support; and the student of th

normal school should from the moment he enters that responsible relation, be impressed with the fact that his success depends not only on his attainments as a scholar, but also upon his so conducting himself before the community as to win the unqualified respect of the public, the patrons of the institution and the children whom he wishes to teach.

The normal school is not the royal road to a state certificate; it is a professional school, in which the student is both pupil and teacher. Let the professional spirit become more and more prominent in normal schools, as they are gradually emancipated from the academy or preparatory school; let those who avail themselves of the advantages which these institutions afford, fully realize the dignity of their position; let a wholesome desire for professional training pervade all our schools, and the link of sympathy between the normal school work and the heart of the community will be forged, and professional schools will enter their true field of usefulness.

EYE AND EAR TEACHING.

It often happens, in the teacher's experience, that he finds children who will not learn from books. Sometimes their dullness in this regard appears to almost reach the point of imbecility, and yet the teacher has absolute evidence that the child is not mentally deficient. In such instances, he should try the plan of oral teaching, instructing by objects in nature and art, and see if the mind, apparently dull, cannot be thus waked to eager action.

Not all children, even when possessed of very good natural parts, respond readily to book teaching. Many must be taught by objects that appeal directly to the senses, in order to arouse their interest in knowledge. And because of this fact, that the abstract method of teaching makes almost no impression on certain minds, the teacher should never give up a child as impracticably dull, until the concrete method, the method of teaching directly from objects, has been tried.

In our early teaching, we once had a pupil, a lad of thirteen, who, at first, discouraged us greatly. His early instruction had been but meager, and he had lived and worked on a farm, gaining

remarkable physical vigor, but very imperfect mental development. He could scarcely read as well as most children of six, and he did not seem to understand the meaning of the simplest words in the reader. It seemed to us that he had never been taught to use his mental faculties, and even with the most careful explanations, his lessons seldom appeared to reach his obscured comprehensions. For some time we were very much discouraged about the boy, and were about to give him up as hopelessly dull of intellect, when a conversation with one of his schoolmates revealed to us that Phillip — for that was his name — knew every horse and dog within a circuit of twenty miles and more, that he never failed to recognize again a team which he had once seen. This showed to us the fact that the boy had remarkable observing powers, and a retentive memory. Acting on this hint we began a series of oral lessons on animals, using pictures and illustrating facts with anecdotes, and were perfectly amazed to see how his mind woke up under this teaching. This incident was a lesson to us for all our pedagogical experience.

We find in an exchange a similar incident, even more strongly emphasizing the value of efforts outside of the common routine of teaching to wake up slow intellects. The teacher in question tells the story after the lapse of years and change of circumstances had shown very plainly how much good she had done:

She had charge of a school in a country town early in her career, and among her scholars was a boy about fourteen years old, who cared very little about study and showed no interest, apparently, in anything connected with the school. Day after day he failed in his lessons, and detentions after school hours and notes to his widowed mother had no effect. One day the teacher had sent him to his seat, after a vain effort to get from him a correct answer to questions in grammar, and feeling somewhat nettled she watched his conduct. Having taken his seat he pushed the book impatiently aside, and espying a fly, caught it with a dexterous sweep of the hand and then betook himself to a close inspection of the insect. For fifteen minutes or more the boy was thus occupied, heedless of surroundings, and the expression of his face told the teacher that it was more than idle curiosity that possessed his mind. A thought struck her, which she put into practice at the first opportunity that

day. "Boys," said she, "what can you tell me about flies?" and calling several of the brightest by name she asked them if they could tell her something of a fly's constitution and habits. They had very little to say about the insect. They often caught one, but only for sport, and did not think it worth while to study so common an insect. Finally she asked the dunce, who had silently, but with kindling eyes, listened to what his schoolmates hesitatingly said. He burst out with a description of the head, eyes, wings and feet of the little creature, so full and enthusiastic that the teacher was astonished and the whole school struck with wonder. He told how it walked and how it ate, and many things which were entirely new to his teacher. So that when he had finished she said: "Thank you! You have given us a real lecture in natural history, and you have learned it all yourself."

After the school closed that afternoon she had a long talk with the boy and found that he was fond of going into the woods and meadows and collecting insects and watching birds, but that his mother thought that he was wasting his time. The teacher, however, wisely encouraged him in this pursuit, and asked him to bring beetles and butterflies and caterpillars to school, and tell what he knew about them. The boy was delighted by this unexpected turn of affairs; in a few days the listless dunce was the marked boy of that school. Books on natural history were procured for him, and a world of wonders opened to his appreciative eyes. He read and studied and examined; he soon understood the necessity of knowing something of mathematics, geography, and grammar, for the successful carrying out of his favorite study, and he made rapid progress in his classes. In short, twenty years later he was eminent as a naturalist, and owed his success, as he never hesitated to acknowledge, to that discerning teacher.—*Present Age.*

Teaching is never a monotonous work to the genuine teacher. He never plows the same field twice who looks at the growing mind and character which he is helping to develop rather than at the pages of the text-book which he is teaching—who looks at the learning of lessons merely as a means, and at the unfolding of divine faculties as the end.—*Schoolmaster.*

OFFICIAL DEPARTMENT.

TO PRINCIPALS OF FREE HIGH SCHOOLS.

By chapter 325, general laws of 1883, principals of Free High Schools not otherwise qualified by holding state certificates or diplomas of the university, of some college, or of a normal school in this state, countersigned by the State Superintendent, are required to obtain a certificate from the State Superintendent in order to legally qualify them to teach in free high schools.

Certificates will be issued to such as hold diplomas, upon presentation of the same to the State Superintendent. Arrangements will be made upon application for examination of principals who hold no diplomas or state certificates. For such as desire to present themselves for examination at the office of the State Superintendent in Madison, opportunity will be given to do so on Tuesday and Wednesday, August 21 and 22, 1883.

ROBERT GRAHAM,
State Superintendent.

EDITORIAL.

AS IS USUAL and expected of the *Journal* in the first issue after the meeting of the Association, we surrender most of our space in this No. to the publication of the proceedings, and of papers read at the meeting at Sheboygan. As a literary entertainment, the meeting may be said to have been a success. The lectures by Pres. Stearns, and by Rev. G. E. Gordon, were excellent, and elicited the most cordial applause. The papers read were carefully prepared and of high order of merit. All who were advertised on the programme appeared in the parts assigned except Miss Flanders, Prin. Young, State. Supt. Graham, and City Supt. Anderson, of Milwaukee. The change of time for excursion on the lake from Friday afternoon to Friday morning, rendered it necessary to omit these. Supt. Hutchins, of Fond du Lac, gave his address on Public Libraries on the boat during the excursion, to the great satisfaction of all who heard it. The address was not written, but Prof. H. was requested to prepare it for publication. The citizens of Sheboygan, under the leadership of Supt. Harvey and Principal Grogan, did everything needful for the comfort, and sense of cordial appreciation, of members of the Association, sparing no pains to express the pleasure felt in the advent of the annual meeting to their city. The open doors of court house and opera house, the choice musical renderings, and the brilliant and unique illumination of the public park, being some of the means whereby they expressed their gratification. Nobody was permitted to feel otherwise than

entirely welcome and at home, and this was an altogether comfortable and restful feature of the meeting.

But the experience of this year emphasizes and culminates the experience of other years. The most profitable and most enjoyable meetings are those where less papers are read and more papers are discussed. At this meeting, not one discussion was had upon any topic presented, except a few hurried questions and comments elicited by Prof. Curtiss' presentation of Penmanship. This is more to be regretted, because of the large number of persons present who have not hitherto identified themselves with the Association, and whose interest it was desirable strongly to enlist. The Association ought to have two rules, and inflexibly adhere to them. 1st. No paper read shall require more than twenty minutes in delivery. 2nd. No discussion of any paper read shall occupy less than forty-five minutes by disputants limited to fifteen minutes each.

The election of Pres. J. W. Stearns as President for the ensuing year, was a fitting recognition of one of whose loyalty to, interest in, and helpfulness of the Association, many proofs have been given.

A MOVEMENT has recently been made in Milwaukee looking towards the establishment of a University in that city. Hon. C. L. Colby, E. McLaren, Esq., and others are promoting the enterprise, articles of association have been adopted and filed, officers elected, etc. The proposition contemplates ample provision for affording higher education, uniting various high schools, academies, and perhaps colleges in various parts of the state as tributaries, in the way of being preparatory schools, and an endowment of one million dollars. The institution is to be non-sectarian in character, but three-fifths of the board of managers must be members of Baptist churches.

We presume the scheme is the outgrowth of a conviction, that the highest and best, if not only safe results in institutions for higher education can be attained only when dominated by positively moral and religious influences; that while these need not be sectarian in character, they should be so manifest and pervasive as to become a controlling and guiding force in the instruction, discipline and conduct of such institutions. Great numbers of the more thoughtful and observing friends and champions of higher education, sympathize in this conviction. If we mistake not, the sentiment is a growing one. But nearly every newspaper and prominent citizen outside of Milwaukee, and unbiased by pride in the local advantages to be derived by success of the enterprise, commenting upon the measure, expresses the opinion that another University in Wisconsin is uncalled for, would receive but precarious support, and result only in two weak and unworthy institutions having similar aims, and meager patronage. Now we have a suggestion to make. If there are in Milwaukee or elsewhere in the state a number of gentlemen with a million dollars at their disposal for that purpose, who are of the opinion that they have a mission in the conduct of an institution for higher education in this state on a higher plane than yet attempted,

let them make overtures to the legislature to endow the State University with the munificent sum under their control, in consideration of having that institution placed under their control and management, the state to exercise watchfulness through a board of visitors. Under this arrangement the agricultural college and its endowment might be separated from the University, which would gratify that large class of agriculturists who think that connection is detrimental to the best interest of both; the magnificent site, extensive buildings, and generous equipment of the present university be utilized without further outlay for like facilities; the work proposed be entered upon without delay, and far less difficulty would be likely to be encountered in uniting all secondary schools in co-operation. We are persuaded such a proposition would be warmly supported in many parts of the state.

WE very much regret that the manuscript address of President Viebahn has failed to reach us in time for publication this month. Diligent inquiry by mail only resulted in increasing our fear that between newspaper reporters present at the meeting the manuscript has been lost altogether.

THE convention of city and county superintendents at Sheboygan was quite largely attended, considering the place of meeting was so entirely at one side of the state. But that, also, fell into the same unfortunate role which dominated the meetings of the teachers. The session was crowded into one-half of a half day. By special request the time allotted on the programme to Supt. W. E. Anderson, was given to Hon. Joshua Stark, to read his paper on Industrial Education before the Association. Supt. Malone was unable to be present, and Supt. McLoughlin was obliged to leave, but prepared and left his paper. No discussion whatever was had, and these men whose headquarters are emphatically "in the field," sat as prim as maidens and as mute as martyrs are supposed to be, and listened to the utterance of sentiments palatable and unpalatable, without an outward sign of an inward emotion.

It was a distressingly complaisant session.

THE Institute Conductor's meeting held at Sheboygan for two days immediately preceding the meeting of the Teachers' Association, attracted large numbers to its sessions, and the interest in the presentations and discussions was sustained to the end. State Supt. Graham presided, and Prof. I. N. Stewart, was elected secretary. We have received no official report of the proceedings, and perhaps none is necessary. The result of the proceedings will be found, or should be found in the work of institute conductors at the institutes appointed for the summer and fall. All the regular conductors presented outlines of schemes of work at the institutes, which were closely scrutinized, criticised, and without the formality of a vote, had judgment pronounced upon them. This judgment, per

vading the atmosphere, after discussion, may be intangible, but is nevertheless recognized as the opinion of a court of high authority, and has weight.

Not simply because of the display of skill in the use of the metaphorical poignard and scalping-knife, do these meetings attract visitors, and teachers. But because in this attrition of mind with mind, many rough problems are made smooth, or are ground to powder and scattered to the winds. Let us have more of this kind of work in other educational gatherings.

We trust that county superintendents and institute conductors will not fail to secure the presentation of the claims of the Journal of Education, at the institutes this season. The Journal is furnished at bare cost, without compensation of editorial labor, as a medium of communication and helpfulness between teachers themselves, between teachers and officers, and between both and the world of thought outside. We ought to have a much larger circulation among the six thousand teachers constantly in service in Wisconsin. Is it too much to hope for one thousand new subscribers during the next three months?

The following persons received state certificates, as a result of the recent examination held in Madison:

First Grade—*Life.*—Thomas Burke, Wayside, Wis.; P. H. Hewitt, Manitowoc; H. C. Walsh, Two Rivers; A. R. Wittman, Manitowoc.

Second Grade—*Five years.*—John O'Hara, Kewaunee; Conrad E. Patzer, Manitowoc; John F. Sims, Manitowoc.

The article in the July number of the Journal, entitled A Drill on the Right Use of Words, should have been credited to the Iowa *Normal Monthly.* The omission of the credit is chargeable to absence when the proof was read, but is none the less an injustice to the author. Moreover, the *Monthly* is entitled to credit not only for articles it originates, but for general excellence. It has recently enlarged to fifty-two pages, and is making special effort to be helpful to the common school interest of Iowa. Every teacher in that state ought to subscribe for it.

The business of furnishing school supplies is settling down upon a practical basis. Depots for all the essentials for completely equipping school houses are being established within convenient reach of all school officers. Besides the agency of D. H. Smalley at Fond du Lac, mentioned elsewhere, Mr. R. W. Martin has a similar one at Oshkosh, where school furniture and supplies, from a crayon to a pupil's or teacher's desk, may be procured. He makes a specialty of an ingeniously devised arithmetical chart. For description of this and information concerning his business generally see his advertisement.

At the recent meeting of the Association the Red Line Series of Records for district schools and district schools officers were inspected, and elicited high praise and approval for their neatness of design, simplicity of arrangement, effectiveness as a complete system of records for teachers and officers, and admirable adaptation to the requirements of law in Wisconsin. They are published by Donahue & Henneberry, Chicago, but D. H. Smalley, of Fond du Lac, announces on another page that he has the exclusive agency for Wisconsin. Now is the time to provide for systematic and complete records for next year, and in fact for needed supplies of all kinds. Read Mr. Smalley's advertisement and do not overlook what he says about physiological charts.

George F. Bass, principal of No. 3, Ward School, Indianapolis, has associated himself with The School News as editor and publisher, which has recently been doubled in size, is now printed with new and larger type, and gives evidence of a vigor and prosperity which we are pleased to note.

THE POPULAR SCIENCE MONTHLY

For August presents a table of contents replete with interest and instruction, and equaling, if not excelling, that of any month during the year. Among the articles which will especially interest teachers, we notice: Changes in New England Population; The Anarchy of Modern Politics; On Radiation; The Little Missouri Bad Lands; Technical Education; The Formation of Sea Waves; Mental Capacity of the Elephant; The Chemistry of Cookery; A Natural Sea Wall; Locusts as Food for Man; The Telephone, with a sketch of the inventor, Phillip Reis, etc., etc.

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EDUCATIONAL MEETINGS.

THIRTY-FIRST ANNUAL SESSION OF THE WISCONSIN TEACHERS' ASSOCIATION, SHEBOYGAN, JULY 11, 13.

Sheboygan, July 11, 1883.

The Thirty-first Annual Session of the Wisconsin Teachers' Association met pursuant to notice in Opera Hall, and was called to order at 8 o'clock, by the President, C. F. Viebahn, of Watertown.

The exercises of the evening were opened with a quartet, sung by Mrs. Harvey, Mr. and Mrs. Mallony and Mr. Patten, with Mrs. Patten at the piano.

On behalf of the Board of Education and the citizens of Sheboygan, City

For papers see pp 303-336

Supt. L. D. Harvey, delivered a brief address of welcome to which Pres. Viebahn responded in an appropriate manner.

Pres. Parker of River Falls, offered the following:

"*Resolved*, That the Wisconsin Teachers' Association most earnestly seconds the cordial invitation which the Madison Board of Education extends to the National Education Association, to hold its session of 1884 in that city; and tenders its most hearty co-operation in making such meeting worthy the noble records of its honored guests."

The resolution was unanimously adopted.

Pres. Viebahn introduced the speaker of evening, Dr. J. W. Stearns, of Whitewater, and the Association listened with great interest to a scholarly address on the subject "Great Teachers."

The Association was then adjourned to meet next morning at 9 o'clock.

COURT HOUSE, Thursday Morning, July 11, 1883.

Association was called to order with Vice Pres. C. A. Hutchins, of Fond du Lac, in the chair.

After an invocation by Pres. W. C. Whitford, Milton College, a solo was sung by Miss Hanchett with organ accompaniment by Mrs. Clark.

Pres. Viebahan, having been announced by the chair, proceeded to deliver his Annual Address, which was found replete with practical and important suggestions.

On motion of Pres. Parker, the address was referred to the following committee: W. C. Whitford, C. A. Hutchins, A. R. Sprague, with instructions to report as far as possible at the present session.

E. R. Smith, of Burlington, then read a well written paper upon "Some Attempts at Nature Study."

The reading of a paper "Pupil and Teacher," by Miss Jane L. Terry, River Falls, was next listened to by the Association.

On motion, I. N. Stewart was requested to act as special secretary for the purpose of securing material for the daily paper.

Pres. Albee, of Oshkosh, read a paper, upon the subject of "Spelling Reform."

After a short recess some announcements were made concerning the proposed excursion upon the lake.

Prof. C. C. Curtiss, of St. Paul, then presented his method of teaching penmanship, using crayon and black-board in illustration.

The following report was offered.

Your committee to whom was referred the President's address, would respectfully report that they have selected for further discussion before this body the following topics as the principal ones suggested by this address.

1st. The teacher's mission in awakening in the community an interest in school work.

2d. What modifications of the school course do the times demand?

3d. How can the schools secure a more thorough supervision?

Your committee would request that the first topic be referred to the following members of the Association for special report: J. Q. Emery, A. F. North, E. R. Smith; the second topic to J. T. Lunn, T. B. Pray and Miss Sarah Stewart; the third topic to W. D. Parker, W. H. Chandler, and W. E. Anderson.

W. C. WHITFORD,
C. A. HUTCHINS,
A. R. SPRAGUE,
Committee.

The several topics were distributed as recommended.

Before adjournment, Pres. Viebahn announced the appointment of the following committees:

1st. On Resolutions — Pres. Duncan McGregor, S. A. Hooper, Miss Etta Carle.

2d. On Honorary Membership — A. R. Sprague, N. C. Twining, Miss Sarah Wright.

3d. On Nominations — J. B. Thayer, J. T. Lunn, John Nagle.

4th. On Finances — E. R. Smith, John Flavin, A. R. Wittman.

On motion it was decided to hold, contrary to program, an afternoon session and meet at half past one.

THURSDAY AFTERNOON, July 12, 1883.

On opening of afternoon session, Hon. Joshua Stark was introduced, and delivered an address upon the subject "Industrial Education." The paper was further discussed by an article presented by Mr. I. C. King, Superintendent of University machine shops.

Pres. Parker offered the following:

"*Resolved*, That this association accept the invitation of the local committee to unite with the citizens in a boat exeursion upon the lake at 9 o'clock Friday morning.

On motion the resolution was adopted.

Mr. Grogan requested that if convenient Miss Sherwood's exercise with the children might be given during the evening session.

Mr. Sprague moved that the election of officers take place in the evening. Carried.

On motion of Hon. Robert Graham, the presentation of papers for the evening was left to the discretion of the president.

Pres. Parker, by request, presented the following:

"*Resolved*, That the Wisconsin Teachers' Association, believing that there is need for higher pedagogic instruction in the state, requests the Board of Regents of the State University to establish a chair of Pedagogics in connection with the institution in their charge."

On motion, the resolution was unanimously adopted.

On motion, it was decided that when the Association adjourn it should be to Opera Hall at 7:30 P. M.

That educational veteran, Hon. John G. McMynn, was called for and in response delivered a short impromptu address in which he contrasted the condition

of the Association now with its condition when organized by himself and a few others thirty years ago.

The Association then adjourned until 7:30 P. M.

OPERA HALL, Thursday Eve., July 12, 1883.

Pres. Viebahn called the large audience to order at half-past seven. Miss Mattie E. Hazard of Beloit read a paper on the subject, "The Teacher in History and Literature."

A drill exercise in language conducted by Miss Alma Sherwood of Sheboygan, with a class of ten little people from the public schools, illustrated what may be done by a practical study of language with but little use or knowledge of technical grammar.

A violin solo by Prof. Hunnemann, accompanied on the piano by Miss Van Kaas, furnished pleasing variety to the exercises of the evening. The performers were heartily encored and responded in another well executed selection.

Rev. G. E. Gordon of Milwaukee was then introduced and delivered an address upon the subject, "Common objections to our Free Schools," taking for the basis of those objections the ones advanced by Mr. Richard Grant White in the North American Review, Dec., No., 1880.

The speaker showed up the fallacies in Mr. White's article in a series of profound and convincing arguments.

On motion, the Association adjourned until Friday morning at 8 o'clock.

FRIDAY MORNING, July 13, 1883.

After the Association had been called to order Mr. Emery, chairman of the committee, appointed to report upon the first section of those parts of President's Address which were recommended for consideration, requested more, time, as did Pres. Parker, chairman of the committee on the third section.

There being no objections, the time allowed them to report was extended to the winter session.

Supt. Nagle, a member of the Committee on Nominations, recommended the following:

For Vice-Presidents, Supt. J. T. Flavin, Watertown; Miss Hattie Bacon, Manitowoc.

For Secretary, C. H. Keyes, River Falls.

For Treasurer, Lewis Funk, Bay View.

For Executive committee, C. F. Viebahn, Alex. Kerr, J. Q. Emery, Miss Etta Carle.

On motion the Secretary was instructed to cast the ballot of the Association for the persons named. This being done, the President declared the nominees elected for the ensuing year to the respective offices named.

On motion of Mr. Sprague, chairman of committee on Honorary Membership, the following named persons were elected Honorary Members of the Association:

Prof. and Mrs. S. M. Tracy, University of Missouri; Hon. Joshua Stark, Milwaukee; Rev. G. E. Gordon, Milwaukee; Prof. C. C. Curtiss, Minneapolis, Minn.; Messrs. W. H. Saemann and E. Lohmann, Sheboygan.

After making a few remarks concerning the peculiar drift the Association had taken in electing subordinate officers before electing a President, Pres. Albee nominated Supt. L. D. Harvey, of Sheboygan, for the office named.

Mr. Emery nominated Pres. J. W. Stearns.

A ballot was then taken with the following result:

Whole number of votes cast	56
Necessary to a choice	29
Pres. Stearns rec'd	32
Supt. Harvey "	23
Blank	1

Pres. Stearns having received a majority of all the votes cast, was declared President elect for the ensuing year. His name being called, he responded with a few well chosen remarks.

Prof. Pray moved that the subject of Spelling Reform be referred to an advisory committee to report at the winter session. Carried.

The following was presented:

Your Committee on Resolutions would report as follows:

"*Resolved*, That we, members of the Wisconsin Teachers' Association, tender our thanks:

"*First*. To the local committees and to the citizens of Sheboygan who have so kindly welcomed us to their midst and have so successfully made our sojourn here a decidedly enjoyable one.

"*Second*. To Hon. Joshua Stark, Rev. G. E. Gordon and Prof. C. C. Curtiss, for the instructive exercises presented by them to this Association.

"*Third*. To the various ladies and gentlemen, who, by their music, have done so much to make our session pleasant.

"*Fourth*. To the railroad and steamship lines for the generous courtesies which they have extended.

"*Fifth*. To the 'Times' and 'Herald,' of this city, and to the press in general for the use of their columns in furthering our undertakings."

Respectfully submitted.

D. McGregor,
S. A. Hooper,
Etta Carle,
Committee.

On motion the report was adopted as the sense of the Association.

Pres. Parker by request extended an invitation from S. D. Hastings, secretary of the Monona Lakeside Assembly Association, to meet next summer upon the grounds of said Association, on the banks of Third Lake, Madison. Referred to Executive committee.

The morning being cold, the question arose as to the advisability of engaging in an excursion, in accordance with the action the previous day in accepting the invitation of the citizens.

Motion was made and seconded that the remainder of the program be carried out on board the boat Sheboygan.

Mr. Sprague said he hoped the motion would prevail, as it would be lack of courtesy to refuse to participate in the excursion.

Pres. Albee suggested that if only a few should go, it would be a question of doubtful courtesy. That if any were to go, all should go, and shiver together.

Pres. Parker informed them that the Sheboygan was a warm boat.

The question was then put, and the motion prevailed.

It was moved that the association adjourn to the boat. Carried.

BOAT SESSION, July 13, 1883.

Supt. Hutchins was called upon for the reading of his paper upon Public Libraries. He informed the Association that he was utterly destitute of any writing upon the subject, but proceeded to give a highly entertaining account of the methods by which the public library in Fond du Lac was established, and how it is maintained and conducted.

At the conclusion of Supt. Hutchins' remarks, Prof. Sawyer moved that thanks be extended to the speaker for his excellent talk, and that he be requested to reproduce his speech, as far as possible, for publication. Carried.

Motion was then made that the remaining papers upon the program be requested for publication. Carried.

After the usual routine of examining bills and auditing accounts by the Finance committee, the Association was adjourned *sine die*.

C. F. VIEBAHN, *President.*
W. J. BRIER, *Secretary.*

NOTES.

R. D. EVANS, of Monroe, has been engaged as principal of the Mazomanie high school at a salary of $112.50 per month.

PROF. D. A. JENNINGS, of Attica, Ohio, has been engaged by the school board of Black River Falls, as principal for the coming school year. He has had several years experience, and comes highly recommended.

MISSES MARY SAXE and Lillie Leland of the Whitewater Normal School, have secured positions in the Oconto schools for the coming year, the one as assistant in the high school, and the other as teacher in one of the primary departments.

THE three city schools of Manitowoc will begin the new school year with a change of principals. Mr. Young, for two years principal of the First ward school, will take a course in some eastern university. There are few young men in the state who give more promise of a future of such scholarship. His life is devoted to study and he has a strong, well disciplined mind. He will acquire distinction in some department of learning. Mr. Miller, at present teaching in Detroit, and formerly connected with the German and English Academy of Milwaukee, succeeds Mr. Young as principal of the First ward school. Mr. Brown,

principal of the Third ward school will soon enter the profession of the law. He read law before coming to this county and has kept up his studies in that branch so that he is ready for admission.

THE Board of Education of Oshkosh, has elected R. H. Halsey of Brooklyn, N. Y., to succeed Prof. Gilbert as Principal of the High School. Prof. Halsey graduated at Williams College in the class of 1877 with Prof. Gilbert, who recommends him very highly. He taught one year at Albany, and for the past five years has been a teacher in the Brooklyn Polytechnic Institute. President Cochrane of that institution also recommends him very highly. Prof. Halsey is married and has one child. He is said to be an excellent teacher.

THE school board of Neillsvile have engaged Mr. A. W. Burton, of Glenbeula, Sheboygan Co., as principal for the coming school year.

MR. FRED DELANEY of Whitewater, has received the appointment as principal of the schools of West DePere.

MR. J. G. ADAMS has finished his school work at Colby, and has engaged to teach at Marshfield, Wood Co., the coming year.

THE State Board of University Regents have elected Howard G. Smith assistant professor of oratory, and have given full control of the ladies hall to Mrs. D. Carson, preceptress.

PROF. John Sterling, vice president of the State University since 1869, and for the past thirty-five years its professor of mathematics, has retired from active service, and has been elected by the regents as *emeritus* professor.

Two Wisconsin ladies, Drs. Alma J. Frisby and Maria M. Dean, have just graduated with high rank from the Boston University medical school. In March last, Dr. Dean finished a year's service in the Massachusetts homeopathic hospital, where she most faithfully and acceptably performed the work of house physician and surgeon, being the first woman who has received this appointment. Dr. Dean has sailed for Europe, intending to spend a year in German hospitals with the purpose of gaining larger experience in surgical practice. Both of these ladies are graduates of the State University.

THE trustees of Lawrence university, at Appleton, have elected Rev. Bradford Paul Raymond, of Nashua, N. H., president of the institution, to succeed Rev. Dr. E. D. Huntley, resigned.

The resources of Beloit college were increased $12,000 during the past year. J. W. Scoville, of Chicago, was elected a trusteee in place of B. W. Raymond, deceased. R. D. Salisbury was appointed assistant professor of geology in place of Prof. J. E. Todd, resigned. J. P. Fisk, Jr., was appointed an assistant in the academy in place of L. T. Wright, resigned. James Simmons, Jr., a graduate of '83, was appointed assistant in the department of scientific instruction.

BELOIT COLLEGE (Congregational) graduated six students, Ripon college (Congregational) sent out five, Racine college (Episcopalian) had a graduating

class of two, and Milton college (Seventh Day Baptists) turned out ten, at their recent commencements.

PROF. O. V. Tousley, late superintendent, has been re-elected superintendent of the Minneapolis schools for the ensuing three years, at a salary of $3,600 per annum — the pay to date from the actual resumption of service in his old position, or September 1, 1883, in case Prof. Tousley is able to close his official duties abroad by that time.

AT the meeting of the Winona Board of Education, Prof. William F. Phelps was elected superintendent of schools in place of Superintendent McNaughton, resigned to go to Council Bluffs.

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REFERENCES:

Miss Susan Blow, St. Louis; W. H. Chandler, Sec'y Regents State Normal Schools, Madison, Wis.; W. D. Parker, Pres. State Normal Schools, River Falls, Wis.; Rev. John Snyder, St. Louis, Mo.; Rev. Kerr C. Anderson, Oshkosh, Wis.; H. M. Simmons, Minneapolis, Minn.; Jenk. Lloyd Jones, Chicago, Ill.

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ADDRESS OF PRESIDENT C. F. VIEBAHN, AT THE ANNUAL SESSION OF WISCONSIN TEACHERS' ASSOCIATION, JULY 12, 1883.

Members of the Wisconsin Teachers' Association:

Again we have met to review the educational field, to compare the results of another year's experience, and to gather strength and enthusiasm for the tasks before us.

This is an age of practice. Theories that cannot stand its test are soon abandoned. But a theory must not be pronounced a failure because it does not fulfill our own particular expectations. The products of our field of labor are dependent on many conditions. For some of these only can the teacher be made responsible. Fortunate is he whose lot is cast with people whose educational sentiment is sound; an easy task has he who has pupils to instruct that receive rational home-training; not in vain works he whose surroundings are favorable to culture. But many a worthy teacher has to contend with difficulties, with prejudices, with indifferent patrons, with low sentiments, that more than neutralize efforts which, if they had been exerted under more favorable conditions, would have been crowned with success. Let none of us, however, who may not have reaped complete success during the past, therefore despair, if truth is on our side, and if we are conscious of having performed our duties faithfully. On the other hand those who have done their work to their own satisfaction and to the satisfac-

tion of their patrons, should well consider to what success is to be attributed, and what has made it possible.

But one should not be too ready in finding fault with the people. A teacher who can exert no beneficial influence over the community in which he is placed is not apt to do his pupils much good; and he who is at war with his patrons will not be at peace with his pupils. In a country like ours, the people are supposed to mean well and to know what they want. The teacher who would become successful must become part of them, and make their interests his own. If he would have them be in full sympathy with his efforts, he must first deserve it. He should be not merely an instructor of youth, he should be a guide of the people in educational matters. What is true of individual teachers is true of them collectively — is true of this association, one of whose functions should be to stimulate and direct a healthy sentiment among the people of the state with regard to public education. In a republic, educational as well as political reform can be effected only through public opinion. We may meet here, discuss educational questions and pass resolutions, but this alone will effect but little in advancing our cause. We may even secure the enactment of laws; but if these do not fully meet with the popular favor they will have no force. We must go to the people, to them we must appeal to secure better, and more efficient instruction in our schools. There are three subjects on which popular opinion should be thoroughly awakened and properly influenced:

1st. That education is a matter of vastly greater importance than most people consider it to be.

2d. That most of the schools need better qualified teachers than they now have.

3d. That we need a more efficient system of school supervision, a system by which the teaching in the schools can be directed.

The masses generally look upon education more as a luxury than as a necessity, or at most as a convenience, and something essential only for those who follow some special pursuit or profession. That culture is an acquisition chiefly ornamental is a view held by many who are not classed with the ignorant. Much book learning makes a person impractical, is often asserted. These notions of the futility of education, though erroneous, have a justifiable existence. Suffi-

cient attention has not yet been given to seek the true ends of culture; and how it can be made to serve us best in life. It is for this reason that the majority of people have no conception of its importance. It is in consequence of the prevalence of this opinion that our boys are taken out of school when they are beginning to be able to engage in something besides play. Most parents, and much less their children, find little connection between school and life; and as active participation in the latter has a great attraction for the young, they lose their interest in the former, and hence their early withdrawal from school. When the causes are known, it is comparatively easy to find the remedy.

What should be taught in the schools to meet the requirements of life seems to be the foremost educational question of the day. Though it is far from being completely solved, the right direction in which its solution may be found has been taken. That a system of instruction and training should solely have reference to the needs of life is now no longer a mere theory, but is beginning to be put into practice. The demands for the teaching of natural science, of industrial processes, of drawing, of language, of literature, of civil government, and of morals, all point in this direction. All must concede that much of that which is now taught has little or no bearing on the pursuits, responsibilities or duties of life. Much of what is now taught as grammar, geography, history, and even arithmetic, is entirely useless for the purposes mentioned. The substitution of better knowledge has already begun. For example, practical language lessons are fast displacing the study of technical grammar in elementary schools. While much that is at present taught is useless, and consumes valuable time, many other subjects that could be taught, and would be of great utility to the learner in after life, are almost entirely neglected. Among those called common branches there is none that gives acquaintance with the material world, with its phenomena, and its relation to human wants. There is none that gives the training in the knowledge and skill needed by the future farmer or artisan. History and geography as now taught give him but little knowledge of the social relation of man; but few subjects that are taught are or can be utilized in the teaching of morals. Many educators of the present time doubt the propriety of these branches monopolizing

the entire school course. It would seem to me to be at least highly proper to enquire into this subject, and if it is found that these subjects are no longer adapted to our wants, to recommend a change. The investigation of this subject necessarily involves a study of two things: 1st, the educational needs should be definitely ascertained; 2d, the nature of the subjects of instruction that have the quality to be utilized to supply these needs should be investigated. After the educational needs are ascertained, and proper subjects of study selected, the next thing needed will be the organization of the whole material of study. The different branches are now taught almost entirely independently of each other. As life is an organized whole, so the work of the school should be. The various activities which school training demands should be brought into proper relation with one another; there should be combination where this is feasible. The branches taught should be united into groups, and all the groups should find their union in the exercise of thought, language and conduct. Considerable progress has already been made in this direction. Once different activities of the mind were separately cultivated. I need only remind you of dialectics, mnemonics, and our modern object lessons. We now try to make *all* studies yield exercise in reflection, memory, observation and expression. Much has been done during the past few years in this state to systematize the work of both graded and mixed schools; it needs yet much further attention.

The latest element in our school system is the high school; its function is twofold. First, to give the more advanced pupils a more complete training than the elementary school can give; 2d, to prepare students for the college or university course. We are told that these two functions are not incompatible; that the best course for the former purpose is also the best for the latter. If this be true, should not our collegiate courses undergo a modification?

Our schools have in their service the best culture in the land. Our civilization and society is becoming more and more complex. The relations of the individual are growing more and more numerous. The intelligence, skill, and moral strength needed by man to properly fill his station in the world are increasing. In view of this fact, is the problem of education not becoming more and more

difficult, and should not the "topmost round of our educational ladder" provide instruction in the yet much neglected science of pedagogics?

INFLUENCE OF EXAMINATIONS ON TEACHING.

(Read at the meeting of City and County Superintendents, Sheboygan July 12, 1883.)

BY J. T. LUNN, COUNTY SUPT. SAUK CO.

Though a prolonged superintendency is no index of increasing wisdom by which to advise you to more certain avenues of success, yet by wearing away the novelty of station and adjusting the incumbent to his circumstances, the mind becomes tranquilized to philosophize somewhat on the stock of experiences which ever and anon troop up for mental review, and lead to comparisons, conclusions and experiments which a shorter term may not afford; and long observation has led me to infer a much closer inter-relation than is usually accepted between the work of the examination and the work of the school, which is all the excuse that exists for advancing this subject for your consideration.

It is a fair assumption that most teachers do the best that they know how both with the method and the matter of the subjects which they handle; and that there will be a correspondence in the degree of thoroughness acquired by pupils in any branch to the proficiency of the teacher in it, so that having a teacher well posted in both of these phases of his subjects, we expect, and are not disappointed, in the substantial progress of his pupils who combine accuracy of information with skill in manipulation, breadth of thought with taste in arrangement; while another teacher of equal natural ability, but of deficient culture, would have made of these same pupils jumblers of facts and bunglers in art, fit provocation for the sarcastic flings against such schooling as many of us have the the misfortune to supervise.

Our teachers are professionally equipped by two agencies; first, what others do for them and with them before they teach; and second, what they do for and by themselves while teaching. This second stage brings us to the real point of this subject, as what they do while teaching will be largely determined by our requirements of them in examination, including that of art of teaching

as ascertained while visiting their schools, where alone this subject can be estimated. It is well known that most teachers take note of the difficult questions of examination and subsequently post up on them, and the more certainly is this done if the same or related questions embarrass them repeatedly, and lead to an expectation of future complications unless obviated by mastering such repeated topic. Increased interest will attach to these troublesome questions if they are numerous enough to force the applicant to the verge of failure, so that while shivering over the brink he makes solemn vows never, no never to be caught lacking on any of those questions again; and so at the first opportunity he takes to his books as his shield and weapon of defense, and proceeds to fortify himself against the sling, "that a little knowledge is a dangerous thing." His first onset is of course directed to the identical items which have so nearly proved his ruin, but after mastering these it is deemed prudent to flank his position by related items, and these by other matter, so that if at all sensible and ambitious there is a gradual strengthening all along the line; afterwards to make assurance doubly sure and clinch the nails of memory, he carries his fears and hopes into the every-day teaching, thinking through his pupils to support himself against not only his old foes should they reappear, but also any reinforcement of those which the superintendent may hurl against him; and in this way is the work of the school made broader, closer and stronger as the direct consequent of an examination combining similar features.

Now it is idle to suppose that any such beneficial school influences emanate from examinations of so low a grade that applicants who have once passed retain no forebodings of future defeat, but content themselves as sure for 80 to 100 per cent. on any branch so long as they may continue to apply.

The tendency to meet the demand is well illustrated by some of the branches of our legal list. Time was when history and constitution not being required, teachers and pupils were alike ignorant of them, and though of just as much value as to-day, they remained so unvalued and unstudied that when added to the certificate branches they would have defeated the whole corps of teachers had a full standard been exacted. Most superintendents, while submitting questions in these branches from the time of their legal

adoption, were yet judicious enough to accept what they could get in them for a time beyond which they notified teachers that a certain minimun must be a prerequisite to a certificate. Now theresult was that the prerequisite minimun was soonest attained in counties of most thorough examination, and latest in counties of slack examinations, by lowering the questions if in no other way. In school these branches were taken up by the few larger pupils preparing to teach, and therefore for examination, whose work therein was of the most primitive type of verbatim memorizing and repeating. There was little use of expecting anything from the teacher, as he often knew less of the branches than did the interested applicants; but he well knew that the examiner's draft must eventually be honored or he be disgraced, so between his own fears and his pupils' needs he gradually bettered his information and instruction so that from page by page routineism he passed to analysis, comparison, and relation of facts, until to-day the average pupils in the upper form know much more of accurate history and constitutions than did the full fledged teacher of fifteen or twenty years ago.

Mental arithmetic affords a reverse picture. Though in itself neither less nor more valuable than when stricken from the certificate list, examining for it has steadily declined as has its hold in schools, which is strongest where it is examined for, and weakest where it is not.

The transition from accepting a specimen of the personal handwriting of an applicant to that of demanding a knowledge of the science and art of some system, as the Spencerian, is of similar incidents.

The old timer who set "Many men of many minds" copies, and then told pupils to go and do likewise — in a way sad to behold, if the average writer of middle age is a fair representative — persistently held on his course until notified that lack of system meant lack of certificate, when, as the surest way of grinding it into himself, he proceeded as well (?) as he could to grind Spencerianism into his pupils, and with such good success that the average pupils of any age are to-day, in my county, far better penmen than their predecessors of similar age. Our older pupils are usually applicants at examination, and those from counties in which both the science and the art of penmanship are demanded, are far better

prepared to instruct in this very useful branch, as principle, space and slant are such part and parcel of their educational being that they cannot think of teaching writing divested of them.

A satisfactory experience attends the effort to give a practical turn to school work by persistently demanding business letters, notes, bills, and statements of account, of applicants who from furnishing little if anything creditable in these lines have progressed, so that now there is a constant receipt of fair specimens from most applicants, and of almost perfect ones from many; and as in the cases of history, constitution and penmanship, the teachers have largely acquired their proficiency by working with their pupils who, when examined for graduation from upper form, can do better than their own teachers could a few years ago, or than teachers from outside counties can do to-day.

Of these items it may with certainty be predicted that as examinations put them into the schools they can also take them out by demanding other features instead.

Thinking several years ago that popular prejudice against Metric measures would be dissipated by personal acquaintance only with the system, a question concerning it was for some time inserted in arithmetic, and it was but a short time until it cropped out in the papers of applicants fresh from school, though at first the older teachers always missed on these metric questions.

Fair, though not so striking success attends a constant questioning for word-analysis, punctuation and rules of pronunciation, as these do not admit of such definite quotations in reply as arithmethic, writing, etc., and good text-books simplifying them are more rare; yet the general result corresponds with preceding statements in a gradual growth of instruction in them in the schools.

Taking advantage of this permeating influence of persistent pumping at what at first seems a dry well, there is now on the docket in arithmetic a question concerning the Grube Method, and in Theory concerning Kindergartening and the Course of Study which have in a short time created more inquiry and purchase of pamphlets explaining them than has arisen from all the work on them in institutes; and judging by the signs of the moon, a tidal wave may be raised on them by fighting it out on this line if it takes all this decade.

Far too much are our examinations directed at what the appli-

cants know, and far too little at what they can do with what they know, and far less at the style with which they do their work at examination or in school through approved modes of instruction; and as the latter is their weaker side, the scholastic standing usually overrates their teaching force or value. The one whose replies are so crudely phrased as to puzzle the examiner to make out what he means usually receives the same credit, if he be correct, as the other whose statements are models of perspicuity and good teaching.

Many sets of questions in arithmetic have come to me which asked for nothing but ciphered results; no hint of principles, definitions, explanations, analyses, comparisons or contrasts, nothing but answers, nothing but leaves of teaching. Now, without knowing anything of the teachers so examined, it is safe to say that most of them let pupils work for similar bare answers, no matter how crudely manipulated or dimly understood.

Orthoepy questions come which are half orthography and vice versa, or those other safe (?) kind which double them up so that no one knows which is which; and of them we may also say that they become typical of similar muddled school work by which pupils learn little of both and nothing of either.

It was with great satisfaction that the sample set of questions issued by the state superintendent last fall was read and used, as a fair share of its questions were concerning the principles, philosophy or methods of each branch, and should that official not wish to send out sets of specific questions for each recurring round of examinations, he might permanently cultivate a neglected field by a single circular of questions on the above features, one or two of which should be asked in each branch by the local examiners.

But far more potential for good or evil than the questions that are asked, are the answers that are accepted; for in the same degree with which the teacher is held to account for something clear, full, specifie and reliable, will he be likely to hold pupils to account.

This giving credit for statement or work which may suggest or incline toward an answer which it never reaches, leads to the acceptance of similar impotent work in school.

No one should be credited for computing interest which he fails to secure; for rules of spelling by which no words are spelled; for biographies whose sole substance is, "He was a great man, but I

don't know what he did;" nor for work which betrays the habitual bungler and sloven; nor will those weakling questions to which any ten years old pupil may quote memorized morsels as answers be considered due tests to direct teachers and pupils to the bone and sinew, jewel and polish of an education.

These superficial examinations cast a baleful influence through our schooling by inflating teachers with a standing which says that they know much more than they really do know, and they in turn pass this inflation on to pupils and patrons, all gloriously, until some day Old Utility pricks their balloon of conceit by asking for something useful and reliable, which they cannot produce, of course.

Persons rejected or conditioned in some counties pass in others to full certificates of the desired or higher grades, and duly herald forth this vindication of their righteousness; and their fostering counties complacently advertise the number of their higher grade teachers as proof of their educational elevation, not realizing that it is really an actual surrender by an illiterate or inefficient superintendent who cannot or dare not hold his own against the boarders who have captured his craft and commissions, and to whom he grants whatever grade and standing they demand as the price of their quiescence.

The fact that in some counties a part of the school must be filled, if at all, by licenses is the best possible evidence that efficient administrations class teachers where they belong; and in such counties there are scores of these licensees who know more than the third grade teachers of counties without licensees, and other scores of third grade teachers who know more and can teach better schools than many second or even first grade teachers of counties sporting many such.

This going down to a 60 per cent. minimum, which will provide enough full grade teachers to fill all the schools, often leads to so debasing the pedagogic currency that a baser metal bears the stamp and mark of a more precious one. This giving to any great number of applicants 90 or 100 per cent. on each and all of the ten third grade, thirteen second grade, and fifteen first grade branches, as has frequently occurred in many counties, denotes the extent of this debasement.

Now observe how this thing works in counties of such high standard that the number of full certificates issued is less than the number of schools. The pick of the schools are, so to speak, let out to the highest bidders, educationally, and later on the cull of the schools to the most available licensees; while in counties of such low standard as to allow a large surplus of teachers the schools are knocked off to the lowest bidders, whose cheap preparation courts low returns against which a good teacher cannot compete.

But the end is not yet; these teachers of low and veracious standings are not animated by the self-elation which inflates those of high but disputable rank. The short-comings of the former as expressed on the tell-tale certificate, are a constant thorn in the flesh reminding them of the need of effort, which never occurs to the latter who have well-nigh filled out their round of attainments, as their 9's and 10's testify; so the one goes to grubbing among books while the other enjoys the leisure and homage due to scholarly proficiency; the one reviews his branches, prepares his lessons, plans his work and holds his pupils to account for accuracy, clearness and neatness, that he may secure the reflex action and advance himself by working for his pupils; all of which Sir Inflation sneers at as beneath the dignity of a genius of 9 by 10 calibre; until a day dawns in which it is discerned that these teachers in counties of low digits are teaching better schools than are those in counties of superior (?) standing, all of which is indirectly traceable to the character of the examinations in each.

The universal process of examination should be to ask broad, solid questions which search along the whole line of the branches, and not on narrow sections of them, as is often the case, and then require equally substantial answers, giving to each applicant just what he actually earns in the quality or teaching value of his work, and no more; then certificate and license enough applicants of the best standing and merit to fill the schools fairly, regardless of any 60 per cent. minimum stumbling block, as it has no legal recognition.

Then if any party feels aggrieved enough to appeal from the standing he has assigned him, let us hope that the state department will decide the case on its real merits as an appeal from the identical questions and answers of the examination; and not, as has

been the case, grant a new examination on questions of a totally different stamp, answered under different spirit and circumstances, which decides nothing as to the equity of the superintendent's action, though it may introduce into his county a recalcitrant teacher who sows sedition in his school and locality as the results of his examinations.

A very depressing consequence of easily earned high standings is that they allow no margin for real merit to assert itself, for as no one, however proficient, can stand more than 100 per cent., it follows that if many be allowed to reach it that they all stand at par, the weakest among them ranking with the strongest who has no figures to disprove the claim, and so being classed with his inferiors there is a tendency to gravitate to their plane, and degenerate into the stand-still teacher of a listless school.

The demands of examination often influence the work of teachers not examined, as in graded and high schools which court the patronage of those preparing to teach, whose attendance waxes and wanes as the efficiency of the schools vary in relation to examinations; and it frequently happens that the smaller villages, which are very sensitive to tuition receipts, maintain the most effective schools by their attempts to qualify teachers to meet searching examinations.

Under most conditions it may be safely asserted that the grade of school work will steadily average below the grade of examinations, so that if the latter be lowered much below the actual necessities of the situation it is a sad exponent of the trashy schooling to which our youth are consigned by superintendents who so desire to please that they barter the educational birthright of their pupils for the fleeting pottage of a school ma'am's smiles.

GREAT TEACHERS.

(An Address before the Wisconsin Teachers' Association, at Sheboygan, July 11, 1883.)

BY PRES. J. W. STEARNS, WHITEWATER.

To teach, etymologists affirm, means primitively only to show. That seems a very simple thing to do, and the only condition necessary to it appears to be that the teacher should himself know that which he would show to others. This primitive notion is very

deeply seated, for it lurks in the word we use; and this, as Bacon says, "like a Tartar's bow, doth shoot back upon the understanding of him that uses it, and mightily confounds him." In this view there are two parties, the teacher who shows and the pupil who is shown — the one gives knowledge, and the other receives it — what could be simpler? Nevertheless, Hercules might give his club to an infant, but could the babe take it? A brilliant Frenchman, Jacotot, playing with paradox, says "every man can teach; and, moreover, can teach that which he does not know himself." The notion, perhaps, is not peculiar to Jacotot. We must not, however, look upon it in a superficial way, for it conceals a new theory of teaching, so different from the primitive one, that we might partly express it by the proposition "to teach is *not* to show." Jacotot was certainly not the first to seize upon this view. Socrates, who may be called with reason the greatest teacher of antiquity, affirmed that the difference between him and other men was that he did not know and knew that he did not, whereas others did not even know that they did not know until he made it plain to them — a service which not infrequently filled them with wrath at him. His method was original and wonderfully fruitful. He asked what seemed simple questions — What is justice? What is a democracy? They confidently, and not infrequently arrogantly, gave him some current formula as an answer. But the ignorant man persisted in his questioning. He called up specific instances to which the answer given was manifestly inapplicable. His victim then began to tack, and seek to amend the definition. The amendment, however, fared no better at the hands of this remorseless questioner. Beaten from point to point the unwary antagonist had at length to admit his inability to give a satisfactory answer, and went away with a busy brain, if not a burning temper; for Socratas did not profess to know how to answer the question, and usually seemed content enough with this negative result of the dialogue. Socrates possessed in an unequalled degree that wonderful gift of setting other minds into action, and into wholesome, critical, accurate action, which caused them to break through the crust of formulas and shallow pretenses of knowledge, and brought them face to face with realities, flushed and eager to penetrate their meaning. This, then, was teaching, but far removed from that

primitive notion of showing how to do something. The teacher does not give knowledge, nor the learner receive it. On the contrary, the teacher clears the ground by breaking down errors and shams, and stimulates the mind of the disciple to careful and wise activity.

In the very spirit of modern times Socrates talks to a father about the education of his son: "If you had a colt to be broken or trained you would take him to those who are skilled in training colts, who have considered what qualities are to be developed in them, and how to secure their development; but when you wish to have your son trained, do you know of any one who possesses this kind of knowledge and skill to whom you can intrust him?" This takes us a step further in our conception of teaching. The process is, after all, not altogether negative on the part of the teacher. At least he has clearly defined purposes in his work, but so far as appears they relate only indirectly and secondarily to the knowledge given. It is the growth of the man which absorbs attention, the qualities or parts in him which are to be brought out by the deft handling of the teacher. I like that wonderful Greek ideal of culture, the developing of the whole man harmoniously, so harmoniously, and so wholly attuned to what is true and beautiful, that he will always seek these things instinctively — drawn to them by the intuitive judgment of tastes, rather than driven on by the heavier reasoned judgment. Quintilian, the prince of Roman teachers, declares that the teacher is the molder and fashioner of the genius of other men, and demands, therefore, that he shall always respect the individuality of his pupil. Let us expand this thought a moment in the burning words of Jean Paul Richter, its greatest modern exponent: "Every *intellectual* peculiarity, be it mathematical, artistic, philosophical, is a beating heart, which all teaching and gifts only serve as conducting veins to fill with material for working and motion. At this exact point *more* weight may be added to the preponderating weight of natural disposition; and the teacher must not give, in the morning of life, a sleeping draught — say to peculiar talents for art. The *moral* nature, however, must be quite differently treated; if that be melody, this is harmony; you must not enfeeble an Euler by engrafting on him a Petrarch, nor the latter by the former; for no intellectual power

can become too great, and no painter too great a painter. But every moral faculty needs to have its boundaries fixed in order to the cultivation of its balancing powers; and Frederick the Great may take his flute, and Napoleon his Ossian. Here education may, for instance, deliver sermons on peace to the heroic character, and charge with electric thunder the disposition of a Siegwart. So one might — since with girls head and heart are reciprocal — frequently put a cooking spoon into the hand of a boy of genius, and into that of the little cook by birth some romantic feather from a poet's wing. For the rest, let it be a law that, as every faculty is holy, none must be weakened in itself, but only have its opposing one aroused; by which means it is added harmoniously to the whole. So, for instance, a weakly affectionate heart must not be hardened, but its sense of honor and purity must be strengthened; the daring spirit must not be rudely checked and made timid, but only taught to be loving and prudent." *This* idea of teaching makes it an art so broad, and varied, and complex, that the ripest manhood and womanhood alone might venture to attempt it.

Two opposite tendencies of thought exist, therefore, at all times in educational work: the one, the primitive idea which bears most emphatically upon the knowledge imparted; the other the philosophic notion which emphasizes always the training secured. Neither school of thinkers ignores the thought of the other; it is a question of proportion or preponderance on which they differ, the question which is to be the dominant idea in our work. In the growth and interaction of these two ideas lies the whole history of educational development.

While we bear this in mind, and note, however imperfectly, some steps in the growth of educational ideas and practices, it will be necessary to realize also that the success and worth of any scheme rests largely upon the man who administers it. The Socratic method, however good in itself, will wholly fail, not only if applied out of place, to minds too immature for instance; but also if used by an incompetent. The heart of it was the man Socrates. What Milton said of his own broad scheme of studies may be applied with equal truth to this method — to any method: "This is not a bow for every man to shoot in that counts himself a teacher, but will require sinews almost equal to those which Homer gave Ulysses." Hence

the truth in that reply of Emerson. His daughter, it is said, wrote him asking whether she should study Greek, or mathematics, or philosophy. He replied, "It does not make so much difference *what* you study as *with whom* you study." Here is a thought which we need to emphasize. The vitalizing power of the master is more than the matter studied, and more than all forms and methods, and theories. A fertile and vigorous mind is the power that both imparts knowledge and develops character and power. A Sturm teaching Latin declensions is better than Dry-as-dust drilling on the names of the bones in the human body; not because declensions are better than bones, but because the teacher will make them living germs in the mind of the pupil. F. A. Wolf filled his lecture room with eager listeners, and all of Europe with renewed zeal for classical studies at a time of reaction against them, but in the hands of Herr Tenfelsdrocbh the development theory to-day becomes a bore. 'The great thing for young people is to get into the presence of the master.' This personal element the most practical men do not leave out. Examinations and certificats are very necessary and very well, but the wise director wants also to see his man. What manhood is there in him? What lifting power? What capacity for sympathy and enthusiasm? What manners and practical wisdom? These are at least as important as "what does he know." This, however, is always true of a strong man — he is abreast of his times — if strong enough he is leading it. It is a necessity of his nature that he be so. He *will* seek after "the best that is thought and known" by natural affinity. And so the parable of the Greek painter, Zenxis is true. An eager visitor reached out his hand to raise a curtain that he might criticize the artist's work. As he touched the canvas, a voice behind whispered, "The curtain is the picture." The great teacher is the matter and the method. Let us see that it is so.

In the latter part of the 16th century pupils from all over Europe came to Strasburg to be instructed in its gymnasium, or public grammar school. The head of it was a great man, a finished classical scholar, the friend and correspondent of Rescius, Bucer, Melancthon, Erasmus, and other learned men of the time, dignified, courteous, amiable; prompt and vigorous in action, untiring in labors, and able to inspire teachers and pupils with something of

his own enthusiasm for literature and learning. The magistrates of Strasburg had wisely chosen John Sturm, then in his thirtieth year, to organize and conduct the gymnasium which they established in 1537. He justified their choice. So great was his prestige that Strasburg came to be called the New Athens. At one time he had under his instruction two hundred noblemen, twenty-four counts and barons, and three princes. His pupils became men of mark, many of them head-masters of great schools; and his principles of organization and teaching were soon embodied in the school codes of several German states, and finally in the great school system of the Jesuits — for a long time the most perfect and the most successful in Europe.

Here, then, is a great schoolmaster, and it may interest us to get a little nearer to him. Note, then, that Sturm conceived clearly what he wished to do. He was born into that great stream of tendencies which we call Renascence, in which Luther's Reformation was, as it were, a mighty eddy. In religion he was a reformer, and in education he was a humanist. What better, what more life-giving, was there in his day than that rising enthusiasm for the language and literature of the Greeks and the Romans. Scholasticism was effete, but antiquity was unexplored and full of promise. Sturm believed in it, not half-heartedly, but without reserve. "Words must come before things," said Erasmus, and he spoke clearly the belief of his time. See now how Sturm practically reaches the same conclusion: "A wise and persuasive piety," he says, "should be the aim of our studies. But, were all pious, then the student should be distinguished from him who is unlettered by culture and by eloquence. Hence, knowledge, and purity, and elegance of diction should be the aim of scholarship, and towards its attainment both teachers and pupils should sedulously bend their every effort. So supremely enchanting is beautiful expression that men should live for it." Sturm and his contemporaries have felt that "language is not an instrument upon which if a fool blow it will make music."

Here, then, is a clearly defined purpose, and he sought it by an elaborate, progressive, and minutely wrought out scheme of work, conducting the pupil from his seventh to his eighteenth years. He must speak and write elegant Latin and Greek. "Cicero," ex-

claims Sturm, "was but twenty years old when he delivered his oration for Sextius Roscius; but in these latter days where is the man of four score, even, who could bequeath to the world such a masterpiece of eloquence? And yet there are books enough, and there is intellect enough. What then do we need further? I reply the Latin language, and a correct method of teaching."

Let us not stop to criticise the ideal, it was the ideal of the times. The schools of Europe are even now slowly escaping from the enchanter's spell then thrown around them. Let us rather look at the method. Sturm writes to the teacher of the youngest class: "To teach the children the form and correct pronunciation of the letters of the alphabet, and after that reading, which will be better expedited by learning Latin declensions and conjugations than by the use of the catechism." The modern school boy and his teacher would shrink back appalled at such a task. Feed babes on Latin declensions and conjugations! Doubtless it was all wrong, yet the right in it is great enough to reward our attention. It is two-fold: first, in that it demands positive effort of the children. It is well for us to think of this. We have fallen upon a time of coddling, when things must all be made very simple and easy for the child. We hesitate to demand real vigorous, persevering effort of him. It is helpful to read how Sturm and the like of him made men. Looking back upon his own studious childhood, and the feats of reasoning demanded of him by his father, John Stuart Mill remarks: "A pupil from whom nothing is ever demanded which he cannot do, never does all he can." There is here at least a task not to be mistaken for play, the doing of which under wise direction, will make the boy virile and able to work. But, again, that task is definitely marked out, and the teacher is enjoined to see to it that the boy is completely master of it. He is to know something and know it well, even though it be but Latin declension. Follow that carefully detailed scheme of study for eleven years, which makes a finished Latinist of the boy; note how Sturm enjoins one after another of his teachers to see to it that the pupils forget nothing that they have learned; feel for yourself how complete, coherent, progressive and effective the scheme is, and as we sketch the growth of wiser plans and better methods you will not fail to recognize in Sturm a truly great teacher.

One thing more. What motive power worked in that school and so vivified the task of learning declensions and conjugations, of committing day after day long lists of words, of repeating dry rules, which seemed to fairly groan under the mountains of exceptions piled upon them, so vivified these dead things that the young came from all parts of Europe to enjoy them? Until we see this we have not got into the presence of the master. He is an inspiration. He implores one teacher not "to undervalue for a moment his labors with the elementary class, but to stand up as a champion against those gladiators of barbarism who from indolence have corrupted, or from envy have withstood, the purity of the Latin tongue." Here is a high ideal, exemplified in the master, and daily held up to the mind of the child to lighten his task by a worthy ambition — no slipshod work, and no narrow ideas of it, but broad and thorough. He assures the teacher of the beginners that the love of the children will reward him for his pains, as Sturm himself can testify from his own grateful recollections of his earliest teachers. No mere gerund-grinder this; but, despite his mechanical processes a living force, informing the minds of the young. Methods may be, and have been, greatly improved since that time, but the best methods cannot lessen the worth of this inspiration from a true teacher. Like Milton he "will straight conduct you to a hill-side, where he will point you out the right path of a virtuous and noble education; laborious, indeed, at the first ascent, but else so smooth, so green, so full of goodly prospect and melodious sounds on every side, that the harp of Orpheus was not more charming."

Fruitful criticism of Sturm's methods has grown out of the development of two great ideas: first, that childhood is not manhood but diverse, and is not to be ruthlessly sacrificed to the supposed needs of maturity; and, secondly, that education is not concerned chiefly with the making of elegant scholars, but with the fitting of men to their spheres. These two ideas were united and given vital power in school work by one great schoolmaster, the father of modern methods of teaching. He originated neither of them. Indeed it is usually difficult to say who originates great central ideas; they grow and gather significance from generation to generation until the author of them, if he could

be found, would not know them. And so these two ideas in crude form, were bandied about by contemporaries of Sturm. Ascham in England had a glimmering notion of the first, and Montaigne in France caught at them both. Rosseau first gave them clearly and strongly, with that extreme paradoxical, revolutionary way of statement which you may fight against but cannot ignore. Hear him: In education "take the road directly opposite to that which is in use, and you will almost always do right." This knight errant of revolution proclaimed: "People do not understand childhood; with the false notions we have of it the further we go the more we blunder. The wisest apply themselves to what it is important to *men* to know, without considering what *children* are in a condition to learn. They are always seeking the *man* in the *child*, without reflecting what he is before he can be a man." In these words Rousseau passes the wisest criticism on Sturm that has been uttered, and strikes the key note of what is best in our modern teaching. Sturm taught Latin to babes as if they were men. We are are yet feeling about to find "what children are in a condition to learn." Hear him further: "Nature requires children to be children before they are men. If we will pervert this order, we shall produce forward fruits, having neither ripeness nor taste; and sure soon to become rotten; we shall have young professors and old children. Childhood has its manner of seeing, perceiving and thinking, peculiar to itself; nothing is more absurd than our being anxious to substitute our own in its stead." In these words Rousseau lays the axe at the root of the tree. The schoolmaster, armed with definitions and rules, with broad generalizations and elaborate reasonings,—things all of them to the child's soul like ipecac to his stomach,—wonders that the little being closes all its gates against him. Only in education when our children ask us for bread, do we give them stones! Once more hear our philosopher: "We never know how to put ourselves in the place of children; we do not enter into their ideas, we lend them our own; and following always our train of thought, we fill their heads, even while we are discussing incontestable truths, with extravagance and error."

These ideas are slowly working themselves into the practice of teaching. They may be summed up in Rousseau's exhortation:

"Let childhood ripen in children." In Germany, practical progress towards their realization centers about two persons, Basedow and Pestalozzi.

Basedow was a thorn in the flesh to friends and opponents. A brilliant, impetuous, eccentric and unsympathetic man, his friends had to admit the justice of Herder's remark, that he was not fit to have calves intrusted to him, much less children, yet he so boldly struck into the new path of teaching, and so pitilessly ploughed up the hard ground of mechanical routine, that the institute at Dessau, which he founded, and conducted less than two years, must be accounted one of the great forces in the development of education. Children should learn with love not repugnance, was his motto, and hence the teacher must be a wiser child to lead their natural activities into fruitful directions.

A still more puzzling figure in the history of education is that of Pestalozzi. His name has become a conjuring word, and "Pestalozzian methods" is popularly supposed to mean perfect methods, a happy and complete realization of that wonderfully alluring and wonderfully vague motto, "follow nature" —the schoolmaster's *ignis fatuus*. He who, wishing to escape out of unrealties, seeks to get into the presence of this master, straightway finds himself, like Dante,

> "In a gloomy wood, astray
> Gone from the path direct; and e'en to tell,
> It were no easy task, how savage wild
> That forest, how robust and rough its growth."

Besides Pestalozzi's self criticisms, which are confusing, and the controversies that have sprung up about him, the great inconsistencies between his theories and his practices make it difficult to understand him. Account for it as we will, theory always outruns practice, which comes limping and stumbling after. We are prone to admire the theorist whom we half understand, and give small esteem to the worker, battling down below with details and practical difficulties. But Pestalozzi is both theorist and worker; in the one capacity he still leads us; in the other we are overborne with a sense of his imperfections. That description of his teaching at Burgdorf by his pupil and admirer, John Ramsauer, brings him so vividly before us as a teacher, that though familiar and long,

it is always interesting and full of suggestiveness. "I got," he says, "about as much regular schooling as the other scholars, namely, none at all: but his sacred zeal, his devoted love, which caused him to be entirely unmindful of himself, his serious and depressed state of mind, which struck even the children, made the deepest impression on me, and knit my childlike and grateful heart to his forever. * * * Pestalozzi's intention was that all the instruction given in his school should start from form, number and language, and should have a constant reference to these elements. There was no regular plan in existence, neither was there a time table, for which reason Pestalozzi did not tie himself down to any particular hours, but generally went on with the same subject for two or three hours together. * * * He had system, let it be said in passing — he systematized elaborately the means and processes of helping the growth of young minds; but in all this it must be remembered he is feeling his way over ground which he, and others after him, have made familiar to us. The instruction which we received was entirely limited to drawing, ciphering and exercises in language. We neither read nor wrote, and accordingly we had neither reading nor writing books; nor were we required to commit to memory anything secular or sacred. For the drawing, we had neither copies to draw nor directions what to draw, but only crayons and boards; and we were told to draw "what we liked" during the time that Pestalozzi was reading aloud sentences about natural history. And so it happened that some drew men and women, some houses, and others strings, knots, arabesques, or whatever else came into their heads. Pestalozzi never looked to see what we had drawn; but the clothes of all the scholars, especially the sleeves and elbows, gave unmistakable evidence that they had been making due use of their crayons. For the ciphering, we had between every two scholars a small table pasted on mill-board, on which in quadrangular fields were marked dots, which we had to count, to add together, to subtract, to multiply, and divide by one another. But, as Pestalozzi only allowed the scholars to go over and to repeat the exercises in their turns, and never questioned them nor set them tasks, these exercises, which were otherwise very good, remained without any great utility. * * * The best things we had with him were the exercises in language, at least

those which he gave us on the paper-hangings of the schoolroom, and which were real exercises in observation. These hangings were very old and a good deal torn, and before these we had frequently to stand two or three hours together, and say what we observed in respect to the form, number, position and color of the figures painted on them, and the holes torn in them, and to express what we observed in sentences gradually increasing in length. On such occasions he would say 'Boys, what do you see? (he never named the girls.) *Ans.* A hole in the wainscot. *Pes.* Very good; now, repeat after me; I see a hole in the wainscot. I see a long hole in the wainscot. Through the hole I see the wall. Through the long, narrow hole I see the wall,' etc. * * * As Pestalozzi in his zeal did not tie himself to any particular time, we generally went on till eleven o'clock with whatever we had commenced at eight, and by ten o'clock he was always tired and hoarse. We knew when it was eleven by the noise of other children in the street, and then usually we all ran out without bidding good bye."

The teacher whose work is thus described was 54 years of age, already renowned as the author of several works on education, for one of which, "Leonard and Gertrude," the government of Berne had decreed him a gold medal, a work which was already translated into many of the languages of Europe. Further, Ramsauer tells us of him, that he spoke so rapidly and indistinctly that it would have been a wonder if any one understood him; that "he cried out so dreadfully loud and so continuously that he could not hear us repeat after him, the less so as he never waited for us when he had read out a sentence, but went on without intermission;" and that "Pestalczzi, who was very ugly, ran about the room as though he was wild, without a coat and without a neck-cloth, his long shirt-sleeves hanging down over his arms and hands, which swung negligently about."

Let us pause here, and remember, while this picture is fresh in in our minds, that it is the picture of a really great teacher; the one who vitalized and made effective in school work the two master ideas which differentiate the teaching of our day from that of Sturm's; the one who six years later was at the head of the institute of Yverdun, which, without exaggeration, may be said to

have been the great Normal school of all Europe. And in this very picture, with all that it shows us of defects and grotesqueness, we may discern some elements of his greatness. If we allow the faults to engross our attention wholly, the defect is in ourselves. Contrast what we see here with what we saw of Sturm. Sturm caused the pupil to begin with learning the letters and committing Latin declensions; Pestalozzi does not even put a book into the hands of his pupils, much less torpify their intellects with repeating foreign words; the one found all excellence in perfect speech, the other requires that the pupils do with their own hands, think their own thoughts, see with their own eyes, and phrase what they see in their own words; the one measured his success by the amount of Latin which he had forced in upon the mind of the child — practically looking upon the mind as an empty vase to be filled by the master; the other beheld a living soul, all whose faculties were to be exercised, strengthened, helped to come to all they were capable of, by a steady course of excitement to self-activity; the one thought only of the finished Latinist whom he was to bring out, the other always of the child, his receptivities, his natural and childlike unfolding; hence the one brought to bear an elaborate seige apparatus, containing the well organized infantry of declensions and conjugations, the cannon of abstract grammar rules, and bombshells of foreign vocabularies; the other sought to find at hand the things that would interest and arouse the child, and to so simplify the steps of approach to the knowledge of them that the child should be drawn on with ever increasing delight.

We thus see that the whole theory of education has changed The child is no longer an empty vessel to be filled, but a living soul which is to grow strong and wise by its own activities; the teacher is no longer a mechanical drill-master to hear recitations, "take lessons," and impose distasteful tasks; but he is the guide and helper of an unfolding intellect, the inspiration of a new life; nay, knowledge itself is no longer a thing of dry rules and lifeless abstractions laboriously gathered, compressed, labeled and laid away in the store-house of the brain; but it is finger-end knowledge, gained in a living way by contact with concrete things, and becoming shaped into generalizations by the ceaseless, interested activity of the growing mind. A science of education now be-

comes possible, for the processes are to conform to the laws of the growth of mind. It is no longer enough to know a thing in order to teach it to children; we must further ask how does the youthful mind come at it, so that we may not force on the child meaningless forms which we have wrought out, but help him so to approach the matter that he will see it for himself.

With all this we have not touched upon the most vital feature in the sketch by Ramsauer — that "sacred zeal" of Pestalozzi. When he had rendered important services to the government of Switzerland and they asked him what place he would have at their hand, he answered: "I will be a schoolmaster." They sent him to Stanz, and allowed him to gather into an old monastery the poor and orphan children left unprotected by the ravages of war. Eighty of them gathered to him there — dirty, ill-clothed, brutalized by neglect. Among them he lived as father and mother, with a single assistant, attending to all their necessities, teaching them to live, to be clean, to be kind, to be virtuous, as well as to observe and reflect. It was a reward which satisfied the longings of his whole life, and which he accepted with such "sacred zeal" that in nine months he was worn out and obliged to seek rest that he might live. It was this "sacred zeal" which led him to transform the school into a larger home, to spend himself untiringly that the self-sacrificing love, the homely virtues, the confidence of the fireside, might prevail in the school-room, and the child's moral nature unfold as naturally as his intellect. Repression and sternness, reproof and the rod, will not give this result. The atmosphere of trust, forbearance of helpfulness, and the sunlight of encouragement and love will alone cause lovelier virtues of character to spring up and grow in the heart of the child. Later, at Burgdorf, Ramsauer felt this sacred zeal and love of the old man so powerfully that his heart was knit to him forever.

But let us seek the contrast of the old and the new in moral education by briefly recalling the ways of a teacher who carried into a different field this spirit. Dr. Arnold went to Rugby with the fixed purpose of making it a place of Christian education. "How small in comparison," he wrote, "is the importance of my teaching the boys Greek, and how light would be a schoolmaster's duty if that were all of it." This is to be interpreted in no narrow

sense, for he is no martinet in discipline, but a master so broad that it was said, "What a pity that a man fit to be a statesman should be employed in teaching school-boys." He was a statesman, and he managed that community with the insight and practical wisdom of a statesman. He made it his business to know his boys and to sympathize with them. They were not men, and their views were therefore not mature, and in many respects a low standard of morality must exist among them; only let it be immaturity and he was tolerant of it, even sympathized with the boys; but let it be debasing in character and he cut it out root and branch. Readers of Tom Brown will recall that first chase of Tom's at hare and hounds, when the boys came in after closing hours covered with mud, and were sent up to the head master. The Doctor looks up from his work and asks them interestedly about the chase. Then noticing their condition, he says, "I hope you're not hurt," and sends them up stairs to clean up. Do we not sympathize with Tadpole's ecstatic relief, as, on the way up, he exclaims, "What a brick, not to give us twenty lines to learn." It was a wise man's view of the case. Such action prepares the way for a speech like Brooke's to his fellows: "You all know that I'm not the fellow to back a master through thick and thin. If I saw him stopping football, or cricket, or bathing, or sparring, I'd be as ready as any fellow to stand up about it. But he don't — he encourages them; didn't you see him out to-day for half an hour watching us? (loud cheers for the Doctor)— and he's a strong, true man, and a wise one, too, and a public school man, too —(cheers) and so let's stick to him, and talk no more rot." Yet the Doctor would have a bully severely flogged, and send away from the school without appeal one whom he saw to be losing moral strength, even though no great offence could be alleged against him. "He shrunk from pressing on the conscience of boys rules of action which he felt they were not yet able to bear, and from enforcing actions which, though right in themselves, would in boys be performed from wrong motives." True manliness he knew how to encourage and cultivate. The boys were his helpers; they had common interest with him in the reputation of the school; they were to be indignant against wrong doing, as he was indignant. "I cannot remain here," he exclaimed after an extensive display of bad-feel-

ing among the boys — "I cannot remain here if everything is to be carried on by constraint and force; if I am to be here as a jailer I will resign my office at once." They were, so far as possible, to govern themselves. He uniformly treated the boys as gentlemen and reasonable beings. He respected them and thus caused them to respect themselves; he was appreciative, sympathetic, thoughtful and considerate, and frank, self-reliant character throve under his eyes. He trusted the boys and appealed to their common sense and conscience. "Lying to the masters," says his biographer, "he made a great moral offence; placing implicit confidence in a boy's assertion, and then, if a falsehood was discovered, punishing it severely. Even with the lower forms he never seemed to be on the watch for boys; and in the higher forms any attempt at further proof of an assertion was immediately checked: "If you say so, that is quite enough — *of course* I believe your word;" and there grew up in consequence a general feeling that "it was a shame to tell Arnold a lie — he always believes one." He knew well how responsibility steadies a boy and developes what is best in him. Read in Tom Brown that chapter "How the Tide Turned," which tells how, against his will, the rollicking youth was made the protector of little George Arthur, and the same day his self-respect was strengthened by being invited with his new charge to take tea at the Doctor's. You expect nothing less after this than that he will hurl his boot at the big brutal fellow who attempts to make fun of Arthur's bed-time prayer. It grew out of the conditions which the head master created. The fruit of it all was that the Rugby boys soon became noted for moral thoughtfulness, the greatest possible result of the labors of a truly great teacher. The old teaching, which rested its main stress upon forcing the catechism and religious and moral formulas in upon the memory of boys, has thus given place to a system of which it has been truly said: "Arnold's teaching was not based upon religion, but was itself religious."

From these four great teachers I get four great ideas: From Socrates, who deals with the mature mind, that the great work of the teacher is to stimulate the mind to original, critical activity; from Sturm, that a clearly defined purpose, pursued in an orderly, systematic and progressive manner, with enthusiasm for a high ideal,

is essential to giving sound knowledge; from Pestalozzi, that the child is to be studied, loved, helped into a natural unfolding of his powers, and his knowledge, which he is to acquire by his own efforts and not to have forced in upon him; from Arnold, that the work of the teacher is broader than imparting knowledge or developing intellect — it is creating conditions which favor and stimulate the growth of an independent, vigorous, thoughtful manhood.

MISTAKES IN SCHOOLS.

BY ED. M'LOUGHLIN, COUNTY SUPERINTENDENT, FOND DU LAC COUNTY.

To deny that mistakes and misfortunes occupy noticeable positions in our schools would be folly, and to attempt an enumeration of these in this paper would be subjecting it to the severe criticism of one of these mistakes. We would notice a few, leaving it unsaid whether they result from bad theory or ignorant practice, but in this notice we disclaim any connection with that crowd of critics whose barking batteries are just now directed at the public schools, not understanding what they advise or criticise.

Mistakes may arise in thought and action; from thinking and non-thinking, doing and non-doing.

First, it is a mistake to lose sight of the fact that our schools are factors in the world in which they are, and form at least one strong link in the chain of its life, and that the link binding child life to man life. It is too often forgotten, and sometimes never felt, that in the true order of things the child's steps should be previously directed toward the school, that before reaching it he should be prepared for its instruction and training, and while there to be fitted for that manly, active life to which its doors should open; the life of the working, business world, which lies beyond, and with which its best and in fact its only good work is closely associated. Now, it must be admitted that our schools do not always prepare students for successful living, or even give them a successful start in the race that all would run, and this because they, the students, are not fitted or stimulated to do the best for themselves. The best member of society is he who honestly and honorably does the best for himself, and all foolish notions of

position and preferment must give way to the ambition of being a man, before we cease to parade this mistake *of* our schools, and therefore *in* our schools.

We will presume that life is made up of essentials and non-essentials, and then assert that our schools, to avoid a mistake, should contribute to the former only. This includes intelligence and character — the first, knowledge of books, useful and practical, and the power to use and practice it; and the second, the stamp that guards intelligence from danger and that enables man to live above himself in the respect and esteem of his fellow man, and without which his great talents and genius can not be trusted.

Every branch has its essentials and non-essentials when discussed in relation to any one grade of schools, and teachers will go on making mistakes until they can and do separate the one from the other. A true teacher knows what not to teach as well as what to teach, and until he acquaints himself with life outside the school room, knowing and appreciating its rightful demands, and discriminating in their favor, he must continue to make almost daily mistakes in the use of text-books. Arithmetic has its essentials, grammar has its essentials, geography has its essentials, and so on through the list, and these and these only should be taught; but we would not be understood that the essential and practical, about which we hear so much lately, are identical. Believing that text-books are only instruments in the teacher's hands, their intelligent use must depend more upon his than the publisher's remodeling, and the only sound principle upon which they can be remodeled is this: Omit all things which do not either furnish convenient and superior opportunity for mental exercise, or which in themselves will not be of any actual service in the after-life of the pupil. Conversely, retain all those subjects, which do furnish us, in the most convenient and available form possible, the elements needful in developing the child's intellectual power, whether or not he will ever have occasion to use them afterwards. Know the essentials and teach them; know the non-essentials and do not teach them, and much valuable time, now wasted, will be wisely devoted.

Some branches, too, have general and special features to which teachers do not well attend. The special are often local features,

the teaching of which is appropriate only to certain localities, as the local geography of Wisconsin, which should be taught only to Wisconsin pupils, while its general geography may be taught to all. Who will doubt that the mistakes made in teaching Swinton's Comprehensive Geography led to the preparation of his common school book?

In this teaching of essentials, one must know much of himself and much of the world in which he moves, and bring as much of both his own individuality and the world's reality as possible into his school, that his pupils may be intelligently active, and well prepared to meet the dangers that beset their path.

Second, it is a mistake to associate mere learning with education, the mere possession of knowledge with the power and skill to use it. A thoughtful and capable teacher is always sure to educate the thinking powers, the natural powers of the pupil. Such a teacher knows that self-education is at the bottom of all success and that the work of the school is simply to lay the foundation for this self-education. Text-books and school systems are but tools to be used in calling out the utmost power and skill of pupils, never an end but always a means leading to their own best use and the after strong and independent action of those who are now but apprentices. The mind is not a confectioner's store, to be filled with the candy and cake of other's manufacture, and whose filling is always dependent on a friendly foreign trade, but is a grand engine which, when set to work properly, regulates the whole machine, and generates the power whereby its own growth and vitality is effected. It is a mistake indeed not to teach pupils to be thinkers,— not to inspire them with a love to obtain, and develop in them the power to get and the ability and desire to use the knowledge of books. They should be taught to perceive, to remember, to associate, to generalize, to reason, and to judge for themselves. It is better to be even a small electric battery of thought than a walking library. To train pupils for vigorous intellectual work, they must not be talked to too much, helped too much, nor disciplined too much.

Until more teachers know what teaching is and what books are for, it would be better to omit rules and definitions from these books and thereby throw teachers on their own resources. At any rate we would then have better teachers, because we *must* have them;

definitions would be evolved intelligently and when needed, and rules would be taught and learned as laws not as directions. Let the old delusion that knowledge is power, a counterfeit that has passed current so long that it is now looked upon as genuine, die a quick death. Mind that knowledge *may* be power and only when it is of the proper kind and obtained in the proper way.

A third serious mistake is a lack of definiteness, of purpose, of plan in our common schools, but which may already be partially corrected by the adoption of a course of study. Boys and girls are growing to be men and women clearly without the teacher's consciousness of such fact, and certainly without a knowledge of how their mental possessions are going to serve them. Arithmetic is taught from five to twenty-five, and then without aim or purpose, when at least three-fourths of the matter might be taught in one-fourth the time. Grammar is a rambling of parsing, of declining, and conjugating and diagraming — without a plan, and in no way connected with the correct writing and speaking of the language; geography becomes a race after black dots; spelling is a series of circus feats with words; reading is not reading; and history is only a name. But a course of study, designed as subordinate, for the time leads, and there is a definiteness of time, matter and plan — schools will be better classified, pupils will be placed where they properly belong, and will be pursuing studies they can comprehend.

Many mistakes occur for want of proper organization. Where this is wanting, good order and good management are impossible. Many are made because teachers are not themselves, but imitators, who lose sight of the individual wants and peculiar natures of their own schools in the attempt to do as others did under circumstances entirely different. Good order to some of those teachers, instead of meaning that condition promotive of the greatest good, is intended to include a certain number of mechanical movements which positively defeat the end they were intended to serve. It is a mistake, for the sake of good order, to insist on absolute stillness. The latter is not at all desirable in a school-room, the little noise that attends busy work is natural, and greater mischief arises from attempts to suppress it than from its license. While everything tending to disturb or annoy school work should be prohibited, yet a certain freedom may be allowed without endangering order or

discipline. A school is hardly the place for straight jackets, for I firmly believe the best development of the mind is incompatible with much physical restraint.

It is a mistake to waste so much time in calling and dismissing classes. The movements of the next class may be simultaneous with those of the class being dismissed, and governed by the same signals. These signals, too, should be of the most unobtrusive character, never the rattling or ringing of sharp call bells; in order to prevent confusion and interruptions, they should be strictly and promptly obeyed, for the highest good of every pupil is to be sought and found in acting in combination and in harmony with his fellows.

It is a mistake to allow interruptions during a recitation by questions coming from other members of the school, for not only may the teacher demand the close attention of the class, but the class has the same right to demand, so far as possible, the undivided attention of the teacher.

SELECTED.

IMPROVED METHODS IN EDUCATION.

REPORT OF COMMITTEE OF NEW YORK STATE TEACHERS' ASSOCIATION.

In view of the fact that such a large portion of rural schools have as yet felt little or no good effects from improved methods, the committee recounted in brief some of the methods which have produced most excellent effect all over the country in the best schools:

TEXT-BOOKS.

The great improvements made in text-books was noted, but many of them contain obsolete methods and matter, and are too full of needless details, particularly geographies.

Text-books made by rusty agents and clerks, and bearing no name but that of the publishing-house, lack individuality and the practical character that a live teacher would give.

PRIMARY READING.

The old *a b c* method ought to have disappeared, but it has not. The word, sentence, and phonic methods, or these combined, are producing great improvements, but vastly greater good has come from the use of script at the very outset.

Now, with a good blackboard the teacher can, in a very brief time, teach a class of small children not only to know and call at sight a large number of words, and to read intelligently the same words combined into the largest possible number of sentences, but during the same time the children have learned to write the sentences with proper beginning and ending, which includes the ability to spell. If the word method has been adopted, the reading of no sentence is attempted until every word can be called at sight. Words at first are learned as wholes, and no time is spent in learning the alphabet. It is assumed that the letters are known, and they will be known as fast as used. The best teachers discard imitation in primary reading,— the child reading the sentences without first having heard them read,— he reads naturally as he talks, and he is delighted with what was formerly blind drudgery.

From association, and the similarity between script and Roman letters, the transition from script to Roman is easy. Better finish several first readers before taking the second. Children need more practice in new combinations of the words known, rather than continued repetition of the same *sentences* till they are memorized and can be read with the books closed. Newspapers are also used for supplementary reading.

Even small children can learn to express their thoughts in writing, and this practice continued becomes a series of lessons in language, which is far better than *language lessons*, by which real technical grammar is taught to young children using the terms "object words," "action words," etc., instead of standard terms, which must be learned later. Technical grammar is important, and should be taught to those pupils of more mature years who remain in school. Tracing the forms of letters and words upon blackboards and slates and in writing books is another excellency of the modern school.

The great need in teaching advanced writing is that teachers should devote a portion of time *exclusively* to that subject.

ARITHMETIC.

By the use of objects and skillful questioning the combinations of numbers are now developed in oral lessons, commencing as soon as the child enters school. Text-books cannot then be used. After development, time must be spent patiently in drills which fix the results of these lessons. Thus the usual combinations of numbers are indelibly fixed in the mind. When these solid foundations have been laid, the future work becomes easy.

Instead of memorizing a large number of incomprehensible rules, each principle is developed in advance of study, and pupils apply them in extensive practice. Many problems should be introduced, taken from actual life. The reaction from the old absurd analysis nearly abolished the study, but the necessity of teaching mental calculations is now again receiving serious attention.

ENGLISH GRAMMAR.

English grammar, though much simplified in definitions, must continue an important branch of education; but the methods of teaching the subject have undergone great change. The definitions are now developed, and then learned. The old practice of directing pupils to memorize pages of blind definitions and go through a guessing process called parsing, produced little good. A large amount of constructive work is now done by the pupil at all stages of the study, illustrating the principles learned.

GEOGRAPHY.

Oral lessons with moulding-boards and geographical reading lessons constitute the first work. As publishers persist in overcrowding the text-books, the teacher must select the portions deemed important, and by map-drawing and wall-maps *burn* these into the memory. Children ought not to be asked to learn a mass of statistics and needless details which cannot and ought not to be retained in the memory. The geography of our own country, state and county demands especial attention.

The teaching of drawing, music, and history was also discussed. We have less *object lessons*, as formerly taught, which were intended to fill the minds of little children with a large and miscellaneous collection of names of qualities, such as "opaque," "elastic," etc., but instead, "objective teaching" is employed in teaching most subjects.

It is not now sufficient for a teacher to simply assign a lesson and look in the book to see if the correct answers are given, although many such teachers still browse in the educational pasture. It is cowardice to ask pupils to recite what the teacher cannot. He is to "teach," not simply to "hear classes."

The value of a teacher's method must be judged by his success, not in developing the bright pupils, but the average or even dull ones. Although in primary and elementary teaching oral development must come first, yet study of text-books, and downright hard study, must not be neglected at the proper time. Any system of education by which the pupil is largely relieved of hard work is shallow and deceptive.

INDUSTRIAL EDUCATION.

Industrial education is now knocking loudly at the doors of our school-houses, and to its call, in some cases, the door has been opened; but to what extent the use of tools is to be taught in the schools, and the attendant methods, are still open questions. Certain it is that the dignity of honest, productive labor of any kind ought to be persistently taught.

Prizes and the daily marking of recitations or conduct are now increasingly discarded. Periodic examinations, estimated by the number of absolutely correct answers, are being very generally adopted. A system of graded schools should have at least one *ungraded* department for special cases, and a pupil entirely able to advance ought not to be compelled to wait for the annual or semi-annual examination.

The present outlook is encouraging; better methods of teaching are rapidly coming into use, and are producing a healthy incentive to study, thus greatly aiding discipline.

SUPT. H. R. SANFORD (Middletown),
Chairman of Committee.

HERE is a question which we clip from one of our exchanges. It was given to a New England teacher, but was returned unanswered, with the statement that the ordinary geographies failed to give the desired information. Will some of our readers send us correct answers for our next issue?

"Locate the following inhabitants: Amphiscians, Antiscians, Ascians, Periecians, Pericians, and Antipodes."

OFFICIAL DEPARTMENT.

Q. After a person has attended an examination held by a county superintendent, and has failed to receive a certificate, can such person demand of the county superintendent the surrender of the papers written?

A. He cannot. The county superintendent is the proper custodian of the papers. They constitute the only evidence of correct and impartial judgment. They are to be preserved, and are subject to inspection for proper purposes, but are not to be taken from the possession of the superintendent.

Q. How can a district board be prevented from building a log school house, when the majority of the district prefer a frame building?

A. The legal voters of a school district, assembled in annual or special meeting, may direct what the size of the building to be erected shall be, the material and the general characteristics. If this is neglected at the time a new building is determined upon, and a tax or loan is voted, a special meeting may be called to decide upon these matters, as provied in section 427, Revised Statutes. If no directions are given the board are to use their best judgment.

Q. Can a special school meeting be held to consider the propriety of building a new school house, if at the annual meeting a vote was taken upon that question and decided in the negative?

A. The legal voters of a school district may alter or modify their proceedings as occasion may require. Sec. 430, R. S. The electors "have power to transact the same business as at the first, and each annual meeting," except the election of officers, and voting compensation for the clerk. No notice of the purpose to act upon the matter of building a new school house is required to be included in the notices for the annual meeting, and but few of the voters of the district may be present. A fuller vote and fairer expression may often be obtained at a special meeting, the notices for which state specifically the objects for which the meeting is held.

Q. Do the Free High Schools now report directly to the state superintendent?

A. There has been no recent change in the law relating to the reports of Free High Schools. The *general* or *complete* annual report is made to the city or county superintendent within whose district the school is located. The *special financial* report is sent directly to the state superintendent, in duplicate, on or before the first day of November. Blanks will be furnished by the state superintendent, upon which to make this report.

Q. Can a school district legally hold a special meeting to consider the action of a district board in hiring a particular person for a teaher?

A. A school district has no authority to designate a person to be employed as a teacher, or to review the action of a district board in employing any given teacher, either at annual or special meetings. The law authorizes the district to determine whether a male or female shall be employed, but the person to be engaged is necessarily left to the discretion of the district board.

Q. Are teachers entitled to credit for the time spent in attending teachers' institutes which occur in the county during term while school is in session?

A. No, unless the district board give the teacher the time for the purpose of attending the institute, without deduction of wages, as authorized by sec. 459, revised statutes.

Q. A district maintains school 240 days. In the forenoons of each day the teaching being German, in the afternoons, English. Can the district legally report six months of school maintained during the year?

A. The letter of the law seems to be complied with, the spirit of the law violated. No district is authorized to levy taxes, or pay out public money, or money belonging to the district, to maintain a school taught in German.

Q. Is it legal for a district board to draw orders and pay a teacher who teaches German only in the schools, who has no certificate from city or county superintendent?

A. It is not. Sec. 448, R. S., provides that "every person who shall desire to teach in any of the common schools, unless he shall hold a diploma or certificate then authorizing him to teach, shall procure such certificate from the proper examining officer." Sec. 438 provides that "the district board shall contract with and hire duly qualified teachers, in the name of the district, and the contract * * * shall be filed in the office of the district clerk, with a copy of the certificate of the teacher so employed attached thereto. * * * No contract with any person not holding a diploma or certificate then authorizing him to teach shall be valid." Sec. 502 provides that "every district clerk who shall draw an order upon the treasurer for any purpose not authorized by law, and every director who shall countersign such order, shall forfeit for each such order not less than twenty nor more than one hundred dollars."

LETTERS similar to the following are frequently received by the state superintendent, and call attention to a peculiar feature of the law relating to apportionment of public school money.

"In March last, before the apportionment of the county, town, and state school funds, our town board formed a new school district from territory embraced in three other districts, taking from said districts thirty-four scholars. Now where does the apportionment drawn by those scholars justly belong? Also, said new district has built a new school-house and are holding a summer term of school; the district clerk reports sixty scholars between the ages of four and twenty years on the 30th day of June, 1883; and reports but nineteen days of school. Will that district be entitled to any of the public school fund, on the next apportionment, made on the school census reports of 1883?"

These inquiries are made by a town clerk, and are suggested by the incongruous provisions of different clauses of section 558, revised statutes. The first part of that section provides for the apportionment of public school money among the several districts and parts of districts within the town, by the town clerk, in proportion to the number of persons of school age residing therein, as appears

from the last annual reports of their respective clerks. This clause is then added: "But if after the date of such reports any district shall have been altered, or a new one formed, so as to render an apportionment founded on such annual reports unjust between any districts, the town clerk shall ascertain the number of such children by the best evidence within his reach." By this it was doubtless intended to give the town clerk authority to take cognizance of changes in school districts between the times for making annual reports by district clerks, and to make the apportionment so that each district will receive the amount to which it is justly entitled by reason of the number of persons of school age residing therein at the time the apportionment is made. There is no difficulty in so doing in the case of old school districts which have maintained the required number of months of school, and certified to that fact in the annual reports. The difficulty arises when new districts are formed, and the reports do not show that five months of school have been maintained. A subsequent clause of the same section provides that "no money shall be apportioned to any district or part of a district unless the last annual report * * * shall show that * * * a school has been taught in such district * * * for at least five months during the year ending with the date of such report."

In the case above cited, and all similar cases, the annual report for 1883, will not show the required facts, and therefore such districts cannot be included in the apportionment based on those reports. There seems to be a measure of injustice in such cases, but it is to be remembered that by statutes only general rules can be made, and the rule is that no district can share in the apportionment until it has earned that right by maintaining a school for five months. In many cases the injustice may be avoided by considering the law when new districts are formed by town boards, and so make the order for forming the new district as not to take effect between December 1st, and the 30th day of June following.

EDITORIAL.

THE last annual report of Hon. Calvin Patterson, superintendent of schools of the city of Brooklyn, N. Y., is an excellent one, and contains many valuable and practical suggestions, worthy of consideration in country as well as in cities, and in all parts of the land. Many of these are in the direct line of the recent thought and effort in our own state, and give pleasing evidence not only that our own best teachers are not behind the foremost in making the needs of our schools, and the means of their improvement, a subject of careful and intelligent inquiry, but that the means for their improvement, giving promise of the earliest and best results here, are such as are attracting the attention and exciting the interest of men of intelligence, observation and experience elsewhere.

We subjoin a few extracts, which show the drift and character of the discussions in the report:

"In order to devise a comprehensive and satisfactory scheme of instruction for children, it is important to know at what ages, respectively, they enter and leave school. For those who enter school at an early age and remain a sufficient length of time to complete a fair education, a course of study should be devised which will accomplish that object in the most thorough manner. If, however, there is a large number of pupils who remain in school for only four or five years, the course of study should provide for instruction in those subjects which are likely to be of the highest practical value in after life; and much should be eliminated which would properly find a place if the time devoted to the course could be extended two or three years."

"The table also confirms the statement made in my report last year that the school life of the great majority of children ends at twelve. I then said: 'The requirements of modern life demand that a boy, twelve years old, shall be able to write a fair hand and indite a creditable letter; he must be able to make out a bill, spell correctly; read intelligently, and speak and write with reasonable accuracy and clearness; and he must not only possess a fair knowledge of arithmetic, but be able to perform its operations with rapidity and precision.' The practical question brought home to us is: Are we doing all that is possible or practicable for these children during the period, averaging less than six years, which they remain in school?"

"It still remains, however, to be considered whether something may not be done to promote a more rapid advancement of the pupils, even under existing conditions, by a revision of the course of study in the light of experience, and by earnest and intelligent efforts to improve our methods of instruction."

"The present course of study is defective in several respects, and should be revised, or superseded by another.

"The number of branches which the pupils of the higher grades are required to pursue at one time is much too large. The most skillful teacher cannot successfully instruct a class in ten or twelve subjects. The efforts on the part of pupils to study so many makes it impossible for them to concentrate their thoughts upon and fully master any one.

"Too much time is devoted to definitions and rules in arithmetic and grammar, and to unimportant details in history and geography; and too little to reading, composition, letter writing, and practical exercises in arithmetic.

"Instruction in any branch of study, to be effective, requires a clear conception of the results to be attained. Lessons in reading should consist not merely in teaching pupils to name words at sight, but in exercises whereby they shall increase their vocabulary, learn to comprehend written expressions of thought, and add to their store of general information.

"Arithmetic should not be taught as a science abounding in technicalities to be memorized, but as an art of the most practical nature. The power of rapid and correct calculation should be acquired, together with the ability to solve a variety of problems by the application of a few principles.

"Instruction in grammar should consist largely in training the pupils to express their thoughts correctly, and with fluency and precision. The rules and definitions should be made to appear as the natural outgrowth of certain established forms in the use of language, with which experience has made us familiar, and which are necessary to the full, clear and intelligible expression of thought.

"No good reason can be assigned for requiring pupils to study the history of the United States continually for three years and geography for five, when it is possible for the pupil to gain all the information on these subjects that is of any real value by careful and intelligent reading under the direction of a competent teacher."

THE Kindergarten department in Milwaukee, has been consolidated with the City Normal School. The special training for the kindergartens will hereafter be done in connection with the general normal school work. This seems a step in the right direction, as the highest results from the kindergarten system can only be reached by making it an organic part of the whole public school course. The lowest grades of the school work will need to be modified so as to secure a unity of aim and method in both, and this can best be secured by the union of the two departments under one direction.

The growth of the system, under the new organization, may be a little slower, but we are glad to know that the kindergarten experiment in Milwaukee now promises to be a permanent success. There are already six public kindergartens in operation with an enrollment for the last term of 700 children, and the Board hope to open four more the first of September. Miss Sarah A. Stewart, who has hitherto held the position of director of kindergartens, has been elected principal of the city normal schools, thus securing practical as well as theoretical unity in all departments of the training work.

Miss S. will enter upon this new and responsible position with enthusiasm and hopefulness, which, with her long experience and conceded ability, can hardly fail of effectively helpful and inspiriting effects upon the school work of the city.

To keep all parts of the school system of a great city in harmonious and co-operative activity, and in sympathy with the progressive spirit of these days of exacting demands and critical inquiry relating to nature and results of school work, requires unremitting vigilance, study, and personal attention. This the school authorities of Milwaukee seem to bring to their work, and although sometimes it appears as if they were about to step backwards, when they do move it is generally found that the movement is forward.

WE complete this month the publication of such papers read at the recent educational meetings at Sheboygan, as have been furnished us for that purpose. The address of Pres. Viebahn was finally rescued from the reportorial sharpers who fastened upon the manuscript, and is now presented as revised by Pres. Viebahn himself. The address of Pres. Stearns, although making large demand

upon space in the JOURNAL, will be found well worth careful reading by all, even though heard in its delivery, and well deserves preservation in the archives of the Association. The papers of Supts. Lunn and McLoughlin are of more than ephemeral interest. The practical suggestions of Supt. Lunn are commended to the consideration of county superintendents not only, but to the principals of all such schools as send out teachers for the public school service — and that means all the schools of the state.

We shall be able now to present a greater variety in our table of contents.

THE official department this month answers numerous questions that have arisen in connection with the action of annual and special school meetings recently held, and are of interest to such as interest themselves in school district affairs — and that should include all citizens.

THE marriage of Prof. Salsbury, of Atlanta, Ga., and Miss Agnes Hosford, formerly county superintendent of schools in Eau Claire, is announced to take place at Roberts, Wis., at the residence of Mr. Grant, on the 28th. Miss Hosford taught her first school in this town at the age of sixteen years. A pleasant call from the Professor was accorded us, while passing through the city. He seems to have become thoroughly enthusiastic in his work in the south, and fully believes in the ultimate uplifting of the colored population of that section.

THE attention of school teachers is called to an advertisement of the "Teachers' Insusance and Aid Association" to be found in this issue.— It is heartily indorsed by a large number of prominent business and professional men as being thoroughly reliable.

The Popular Science Monthly for September is already at hand. The Germ Theory of Disease; The Remedies of Nature; Ways of Preserving Food; The Little Missouri Bad Lands; The Growth of Hygienic Science; Woodland and Water-course; How the Earth was Peopled; Primitive Map-making, are articles which indicate by their titles the value of this magazine for teachers. In this No. there are specimens of incisive and sharp writing in the correspondence and editorial departments.

The Century for September has for a frontispiece, a fine portrait of Robert Burns. Among the contents are a richly illustrated paper on Cape Cod; and a historical paper by Edward Eggleston on Indian War in the Colonies; A Musk Ox Hunt, an incident in Artic exploration; Professor Agassiz's Laboratory at Newport, with a portrait; Will New York be the Final World Metropolis? by W. C. Conant; the second part of the anonymous story. The Bread Winners; continuation of A Woman's Reason, and a couple of complete stories. The Topics of the Times are as usual entertaining.

NOTES.

PROF. J. E. CULVER resigns the position of principal of the Columbus high school, to accept appointment in the University of Dakota, at Vermillion.

W. C. WINTER, brother of Prof. Frank Winter, will teach the Kilbourn City school during the coming year.

PROF. L. D. ROBERTS, who has been working his farm this year in Dane county, has been re-engaged as principal of the Shawano schools at a salary of $1,000 for nine months, to commence Sept. 10th. His family will remain on the farm.

PROF. LYMAN WOOSTER, of Whitewater, has been engaged to teach in Indianapolis, Ind., during the coming year.

MR. L. H. CLARKE, recently of Horicon, has been elected principal of the Tomah schools for the coming year.

DR. J. M. WILSON, of Cornell University, has been engaged as teacher of natural sciences in the Normal School at Oshkosh, and Prof. W. F. Bundy, in the same department in the school at Whitewater.

WE regret to learn that on account of much needed rest, Prof. G. F. Schilling has tendered his resignation as teacher in the Deaf and Dumb Institute, at Delavan.

THE fall term of the Geneva public school will open on the third Monday in September. Prof. Ray, of Oregon, Ill., has been engaged as principal for the ensuing year. He is a teacher of some seven or eight years' experience, a graduate of Knox College, Galesburg, Ill.

F. S. YOUNG, late of Manitowoc, has been elected principal of the schools at Elkhorn.

EDWARD BRADY, recently assistant in the high school at Appleton, has been elected principal at Burlington, in place of E. R. Smith, who resigns to accept principalship at Manitowoc, north side.

W. J. POLLOCK, a graduate in the full course at Whitewater, has been elected principal at Prairie du Chien. Spencer Fuller has been elected superintendent of the city schools.

R. H. SCHMIDT, who resigned his position at the head of the Second Ward high school at Appleton, has decided to remain in the position another year.

IN a card from Ed. McLoughlin, county superintendent, Fond du Lac county, sent to the Commonwealth from Dublin, Ireland, that wanderer characterizes the home of his ancestors as a lovely land and says he was then "doing" the "big city."

THE compulsory educational act lately passed by the Illinois legislature requires that all the children of the state between the ages of eight and fourteen years shall attend school for at least three months every year.

THE new school building at Knapp is a fine looking edifice and will cost, when completed, $3,750. It is expected the building will be ready for use at the beginning of the fall term in September. Mr. John Foster, an enterprising and successful teacher has been engaged as principal for the coming year.

HOLD each pupil in the class responsible for all mistakes made by others, unless he notices and corrects those mistakes. Classes should be so trained that, when any mistake is made or any failure occurs, every one detecting it shall give notice in some way. The class, or some member of it, should then be called upon to make the necessary corrections, and the pupil failing, or making the mistake, should be required to make the correction also. This will secure the attention of every pupil, and lead him to constant mental recitation of the lesson as it progresses.— *N. A. Luce, Supt. Schools, Me.*

THE *Iowa Normal Monthly* says of the Normal School of that state:

"Our last legislature, in addition to some other prudent school legislation, made an appropriation of $30,000 for a new building; but as this appropriation was considered by the board of directors to be too small to erect such a building as needed, the citizens of Cedar Falls generously donated $5,000 more.

"Though our State Normal School has had an existence of nearly seven years, yet during that time fourteen hundred students have attended for a longer or shorter period of time; and one hundred and forty-four have graduated from the different courses. Ten or twelve states and nearly all the counties of Iowa have been represented. Last year, we are informed, seventy-one counties of our state had representatives."

NEBRASKA.— It will be a gratification to the many friends of Prof. Farnham, and those who indorse his educational methods, to learn that he has been called to the superintendency of the Nebraska State Normal School. During the year in which he has been superintendent of the public schools at Council Bluffs, Ia., he has accomplished much, and despite many obstacles placed in his way, has won success, has overcome many prejudices against some of his peculiar educational methods, and has won his way into much favor. Miss Hubbard, whom Prof. Farnham secured for the school at Council Bluffs, has been called to a responsible position in the Normal School at River Falls, Wis.

THE learned professions do not only demand an education, but a *special education*. The same is true of the profession of teaching. The teacher must not only be familiar with the subjects taught, but with the mind which is to be instructed.

Reading may make a full man, conversation a fluent man, and writing an accurate man; but *thinking* alone can make a *strong* man. And strength of manhood and womanhood is what we want; that is, neither *breadth* nor *polish* can compensate for the want of strength. The teacher's main work, then, is to make strong thinkers; but they must be accurate and systematic thinkers.— *Prof. Wilbanks, Arkansas.*

PROF. PARKER, Principal of the Cook Co. (Ill.) Normal School, and father of the Quincy system, says there are two ideals in education. The first and prevailing one is the attainment of the greatest quantity of knowledge in the shortest

time. This quantity is measured in the public schools by examinations, and stimulated by punishment and emulation. The other and newer ideal is the one advocated by the originator of the kindergarten — the harmonious development of the whole being. The definition of education, according to this ideal, is the realization of all the possibilities for growth. Prof. Parker is a firm advocate of the latter system. Our children are working above their bent, and reading beyond their thought range. The only great way to gain knowledge is to make harmonious development the ultimate aim. That which is essentially practical is best adapted to the mind's growth. Knowledge of the earth, air, water, and our own bodies should be the first, instead of the last, thing taught in our schools. He welcomes industrial education, because it affords the best possible mental drill. This work is attractive to the child, not drudgery. The true charity, benevolence, and economy are to make our schools workshops for the harmonious training of mind, soul and body. Then will schools be a great moral power in the republic.— *Practical Teacher.*

THE trustees of the John F. Slater Fund met in New York on Wednesday and Thursday of last week. This fund of $1,000,000 was given by the late John F. Slater, of Norwich, Conn., about a year ago, to be devoted to the education of colored children in the South to be teachers. The fund is not to be used to found any institution, but simply to educate pupils in the institutions already existing in the South for the tuition of colored children. Dr. A. G. Haygood, president of Emory College, Ga., the General agent of the fund, made a report based on statistics collected from over seventy institutions throughout the South. From the report it was evident to the trustees that the industrial facilities South were less than the mental and moral. A resolution was adopted to confine aid to such schools as are best fitted to prepare young colored men and women to become useful to their race; and that institutions which give instruction in trades and other manual occupations which will enable colored youth to make a living and become useful citizens will be carefully sought out and preferred in appropriations from this fund; and that, as far as practicable, scholars receiving from this fund shall be trained to some manual occupation simultaneously with mental and moral instruction; and that to initiate the policy set forth in this resolution the sum of $20,000 be spent under the direction of the general agent during the year 1883.

HOWARD CROSBY reinforces President Chadbourne in reflecting on the disproportionate attention paid in the college course to the linguistic details of Latin and Greek. Let the special and microscopic mastery of these tongues be deferred to a post-collegiate course for such as are to become classical teachers or commentators. It is enough that the undergraduate training, based on the rudiments of grammar and a good general vocabulary, should be mainly devoted to a survey of the best Latin and Greek literature, saturating the student's mind with their finer spirit rather than lumbering his brain with their philological minutiæ. And so with the large field of the natural sciences, the college cannot be expected to make the student a proficient in any one of them, but only the pos-

sessor of such leading facts as shall furnish him a competent introduction and intelligent appreciation of subjects to be further pursued according to the demands of his future. In one thing, however, Chancellor Crosby would have the college student specially instructed,—the thorough understanding of the English language, and the facile use of it by both tongue and pen in the ready power of graceful and correct expression. Another college error strongly deprecated by the New York chancellor is the abuse of athletic contests.

We are glad to see people awaking to the importance of skilled labor in school teaching as well as in other professions. It is true that many good teachers and good housekeepers have been developed through the old routine, but at what an expense to pupils and providers. The result of bad habits of thought that a pupil may acquire because the teacher is not capable of directing his mind, are far-reaching, and cannot be estimated. The teacher who succeeds without training would no doubt secure far greater and better results with proper aid. A teacher who is a superficial thinker, whose education consists only of a smattering of the surface knowledge of books, will not, and cannot successfully impart instruction to the young. Such a teacher may have a faculty for bringing the pupil up to a required standard of grading, through a process of cramming of facts from the book, but the value of such teaching is not very great. It is largely through such teachers that our public school system has fallen into disrepute, and been so unpleasantly criticised within the last few years.

If a boy or girl graduates from the high school, having passed through all the lower grades with only a knowledge of facts and figures, having scarcely any idea of thinking out things for himself, he would be better fitted for the actual duties of life if he had been apprenticed to a good trade after learning to read and write. (So of a teacher.) A teacher should have sufficient mental culture and enough training for the work of instruction, to feel that he is not placed in the school room merely to hear lessons, but he is also reponsible for the mental development of those placed under his care.—*Practical Teacher.*

It might open the eyes of certain of our university and academic authorities, especially in charge of superior schools for girls, who are confident that normal instruction is useless, and their graduates, of course, competent for anything, to overhear a conversation lately held with a group of young teachers representing half-a-dozen of these famous institutions. Each of them protested, with an indignation almost amounting to bitterness, against the serene ignoring of normal training in their own academical and collegiate education. Each young woman told her experience, and every tale was to the same result: that three months after graduation with honors, she had been cast into a responsible position as teacher in a difficult school, and for a year had struggled like a swimmer in mid ocean against difficulties, many of which might have been anticipated had pedagogics entered as a vital element in their course of study. It is by no means certain that the graduate of a normal school will turn out a good teacher. Neither is it sure that the most promising graduate of the school of medicine, law, or theology will become a burning and shining light in his profession. But two things are certain: first, that instruction is the most difficult of all professions; and second, that no better system of insuring success in any profession has been devised than a period of thorough training, with reasonable opportunity for practice, before launching upon the stormy ocean that any form of professional life must now be in a country like our own.

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SELECTED.

TRAINING OF THE WILL.

BY DR. N. C. SCHAEFFER, KUTZTOWN, PA., NORMAL SCHOOL.

Several years ago a clergyman of Springfield, Mass., addressed a circular to the one hundred most prominent men of that city, asking them how they had spent their boyhood, and whether they had been accustomed to engage in any kind of work when not at school. The replies of the eighty-eight who were kind enough to answer the circular, revealed the astonishing fact that only five had been rich men's sons, with nothing to do in their boyhood except go to school and amuse themselves, that the great majority of them had grown up on farms, where boys hardly know what it is to be idle, and that the rest had lived in small villages, or on the outskirts of cities, where they had plenty of work similar to that of the farmer's son. Many other facts, some perhaps equally striking, have been adduced in recent years to show the insufficiency of mere intellectual culture in fitting our pupils for the struggle of life. The most advanced educators are beginning to see very clearly that the intellect may be so trained as to enfeeble and enervate the will, and there is a growing dissatisfaction with our treatises on Psychology and Mental Culture, which devote nearly all their space to the nature and training of the intellectual faculties,

reserving only a few pages at the end for the consideration of the Will. The limited time allotted to the inaugural address, will only permit us to glance at the importance and extent of the rich field which here remains to be explored and investigated.

Success in life evidently depends far more upon the will than upon the intellect. Scholarship must sometimes beg for bread, because it is crippled by a defective will. The man of fine intellect, who lacks will power, is like a locomotive without steam — helpless, even if upon the right track. Fill the locomotive with steam and it will pull a heavy train of cars. In like manner where a powerful will is joined to a well-trained intellect the results achieved astonish the world. Of course a strong will that lacks the guiding light of intelligence, may achieve nothing because its energies are misdirected and dissipated upon a multitude of trifles, just as steam, when not confined and directed into proper channels, wastes itself into thin air. Yet this fact says nothing against a proper education of the will; it only argues in favor of a harmonious development of all the powers of man. To secure these developments for a large class of pupils, each differing from every other in tastes, talents, and natural endowments, is the most difficult problem which confronts the educator. From the nature of the case, most of our school work takes the form of instruction. The lessons assigned require different degrees of effort on the part of those who prepare them, and the teacher's questions only measure the growth of the intellect from day to day. Nevertheless, a separate education of either intellect or will is manifestly impossible, because human nature is an organic unity, and only where it is active as a whole can there be normal growth and development. In every case the aim of will-culture should be the formation of character. But character is the result of three factors: One consisting of traits inherited from our ancestors; the second embracing the original elements of a person's nature, which makes him a new creation, fresh from the hand of God; the third comprising all the circumstances, surroundings, and associates that exert a moulding influence during the formative period. The first two factors furnish a basis upon which to build, as well as a limit beyond which the educator cannot go. For, if the pupil is born with a weak will, it would be folly to aim at producing a strong charac-

ter like Luther or Gladstone. Indeed, there are boys whose intellectual capacity is equal to, or even above, the average, whose disposition is in every way amiable, and yet they have so little will power that they never resist a seductive temptation, or hold fast to any fixed principle of action. I had a case of that kind which I studied for years. The boy would study as long as he was under the immediate influence of my will; but, by reason of adverse circumstances, I never could beget habits of study. He did not have will power enough to persevere in any line of vicious conduct. I finally advised his father to send him to a special school for boys, under the care of a teacher noted for strength of will, in the hope that new influences and surroundings might invigorate his whole nature and give him new ideas of life.

This brings me to the most essential condition for solving the problem of will culture, viz.: The moulding presence of a mind endowed with strong volitional power, as well as intellectual vigor. The best thing that can happen to a boy in his career at school is to be brought under the dominating influence of some teacher of towering intellect and indomitable will. The friendship of such a teacher is a boon that cannot be too highly prized. Listen to the words of a famous English scholar.

"Of all forms of friendship in youth," says Prof. David Masson, "by far the most effectual as a means of education is that species of enthusiastic veneration which young men of loyal and well-conditioned minds are apt to contract for men of intellective eminence in their own circles. The educating effect of such attachment is prodigious, and happy the youth who forms one. We all know the advice given to young men to think for themselves,— and there is sense and soundness in the advice,— but if I were to select what I consider perhaps the most fortunate thing that can befall a young man during the early period of life — the most fortunate, too, in the end for the formation of his intellectual independence — it would be his being voluntarily subjected, for a time, to some powerful intellectual tyranny."

The gain for the young mind from such intercourse is quite as great on the ethical as on the intellectual side. The daily contact of soul with soul stimulates the immature mind to renewed effort, and when the day of emancipation comes, as it always must come,

the young man is himself surprised at the amount of will power which he is capable of exerting over against the obstacles in his pathway. Indeed, the arrival among a class of boys of a teacher such as I have described, is like the advent of a great leader among demoralized soldiers. When Joan of Arc placed herself at the head of the troops that had been routed in battle after battle, boundless enthusiasm soon filled every bosom; and no sooner was this translated into action than victory perched herself anew upon the banners of France. Give to a class, even if somewhat discouraged, a teacher who is master of his subject; whose will does not shrink from difficulties; whose strong emotional nature gives force to all he says and does, and you will soon see a spirit of work—an exhibition of effort that must result in moral victory as well as intellectual strength.

Undoubtedly it is a fortunate thing for our boys and girls that in imparting the instruction which leads to a healthy growth of the intellectual faculties, the teacher generally also stimulates the will in the direction of proper development. Like a true artist, while he aims at the production of one thing, he accomplishes, at the same time, a multitude of others. What is thus done unconsciously were better lifted to the plane of consciousness, and examined in the clear light of intelligence. For it does happen that intellect and will are sometimes trained, one at the expense of the other. To oblige a student to hunt an hour in his lexicon for some irregular form of the Greek verb, is certainly training his will at the expense of his intellect. The mistake, however, usually lies on the other side, especially in our systems of oral instruction.

Some years ago in one of the model schools of this state oral teaching was introduced almost to the exclusion of text-books. Pupils, parents and teachers were delighted with the result. After a time the promotions lifted the pupils taught in this way into classes of the normal department. At first they seemed by far the brightest in the class, they were so quick in catching the point of every explanation. But after the lapse of some weeks reports came that this boy and that girl were not keeping up with the class, and the fact that they had been model school pupils caused no little surprise. On close investigation it was found that the system of oral instruction had developed the perceptive powers but

not the power of independent preparation of lessons; that the plodding boys from the ungraded country schools were taking the lead by reason of the superior will power which they had developed. No less a man than Erdman may be quoted as authority for the assertion that when instruction is made interesting for the purpose of saving the pupil the necessity of application to his books, it results in a kind of intellectual weakness which prevents concentration upon subjects that are not attractive. Mistakes of this sort could hardly occur if the training of the will were studied as carefully as methods of cultivating the intellectual faculties.

Let us take a bird's eye view of the process by which the will attains maturity. There are successive stages of development as clearly defined as the boundary line between memory and the imagination. In the first or lowest stage the aim is personal happiness. In the second, the will acts under the influence of some ethical idea, commonly finding expression in maxims like the command, "Thou shalt not steal," or in some fixed occupation, like a trade or farm-work. In the third, the will comes under the inspiration of the good, and acts from motives grounded in the law of right. Let me explain a little more fully. The human will in its process of development starts on a natural basis. On the one hand a want is felt, and on the other an impulse towards the satisfaction of that want. This impulse, which is called "Trieb" by the Germans, "appetence" by Dr. McCosh, and "appetency" by Dr. Nevin, precedes desire and action as well as volition. It may lead to automatic movements, like breathing or swallowing; it may give rise to instinctive actions, like those in which the child resembles the lower orders of creation, but in the course of time it will assume the form of intelligent or conscious purpose looking towards the gratification of felt wants, and then the will begins to show itself in the form of clear, definite volitions and actions. The strength of the will depends largely upon the strength of those impulses or appetencies, and their strength in turn depends upon the health, the temperament, the organization (physical and psychical) of the individual. If by careful diet, exercise, or otherwise, we invigorate these, we thereby furnish capital that will in after years bear compound interest in the form of strong will power. The will of the child soon reaches a higher stage in

its development. The very longing for happiness leads it to impose restrictions upon itself. It feels happy if it can secure the approbation of those with whom it associates. If we show our displeasure at something it has done, the little philosopher soon practices self-denial in certain directions for the purpose of regaining and retaining our good will. The second stage is now reached in which the will comes under the influence of one or more ethical ideas. The children that come to school have generally reached this second stage; they practice certain virtues, as punctuality, honesty and the like; they impose upon themselves certain forms of self-restraint in keeping quiet, in abstaining from play, etc. There are full-grown men that have not advanced beyond this stage. They follow some regular occupation, just like the boy does in going to school, and they practice certain forms of virtue — say honesty, so that you could entrust to them your pocket book with perfect safety, but they break the Sabbath, use God's name in vain, and are guilty of a multitude of other transgressions. Occasionally you find schools in which not a boy would dare to be caught in telling a lie, and yet the moral tone of the institution is low, there being vices, which like canker-worms eat out the very vitals of the moral life of the institution. The teacher cannot feel satisfied until he has lifted the pupil to the third stage, in which the will is brought under the inspiration of the good, and right becomes the law of life. And upon this highest platform we may again detect different degrees of development. The law of right may brandish the avenging rod of conscience and drive the individual into paths of rectitude. The idea of duty thus operating alone, may reduce him to the subservience of a slave, which is evidence enough that he has not reached the high stature of human freedom. This kind of slavery is apt to be followed by a struggle in which the lower nature seeks to assert itself over against the higher, and if the latter conquers, the person is apt to be elated with the feeling of victory. Whenever you hear a man boast of sacrifices he has made in his devotion to duty, you can rest assured he has not yet reached that lofty elevation in will-culture upon which the person does the right spontaneously and without effort, and never dreams of having made a sacrifice in the performance of the hardest duties.

Of course, the development from the first stage may move in the opposite direction. If the appetencies are gratified beyond the requirements of self-preservation or the well-being of the child, they soon grow into uncontrollable desires and passions, and the individual sinks deeper and deeper into the abyss of selfishness. He may deny himself for the sake of some ambition, or vice, or wicked end which his soul cherishes, but unless he is lifted up by the grace of God, he will ultimately land in a state bordering on that of Mephistopheles in Goethe's Faust, a character who found pleasure in human suffering and whose will was constantly under the inspiration of the principle of evil; yea, he will at last become like Milton's Satan, who exclaimed, "Evil, be thou my good." I imagine that college boys who find pleasure in hazing innocent Freshmen, have very nearly reached that loathsome stage of moral degredation, the lowest which the will can reach in its downward career.

Since these two possibilities are open to every person, the one the perfect liberty of moral rectitude, the other the degradation of sinful selfishness, the question arises: What means can the teacher employ in the training of the will so as to guide its development in the proper direction? The correct investigation of the nature of the will reveals the fact that it is the source and cause of its own volitions; in other words, that it is a primitive source of action. Do what we may, the close of every session leaves us to lament over some pupils that disappointed our expectations, to mourn over some material that has gone to waste. What are the helps within our reach to aid us in solving the problem of will-culture — a problem stupendous enough to make an angel tremble? Until these are investigated and applied, we have no right to be satisfied with our daily work.

The teacher should begin the training of the will by requiring implicit obedience. It is a mistake to buy obedience by gifts and rewards, or to try, at least at the outstart, to secure it by argument and appeals to conscience. The boy who refrains from whispering for the sake of a stick of candy, is only making a bargain; his obedience is only a species of barter. You may appeal to his conscience for the sake of the development of that faculty; but the conscience of a boy when he first gets to school, is as weak as any of his other mental powers, and a stronger force is needed to keep

him in the right path. Moreover there are many things at school which are only relatively right or wrong; as such they are not matters of conscience. Whether a boy shall sit here or there, is not at all a question of conscience; it is made right or wrong by the command of the teacher, who cannot be expected to stop every time and give the reason *why*, when he issues his orders. It should likewise be borne in mind that a boy in obeying his conscience is not obeying his teacher, although he may sometimes do both in one act and at one time. Even if the requirements of the school are sometimes seemingly harsh and severe, the pupil is better off for complying with them Obedience in such cases will only strengthen the will for the acts of self-denial required in subsequent life. Of course, the teacher must be careful not to run counter to the moral sentiment of the pupils; otherwise he undermines his authority, renders implicit obedience unnecessarily difficult, and thus he may defeat the very purpose to be aimed at in training the will.

Implicit obedience will soon lead to the formation of habits, and this is a fundamental element in the conception of training. The fire company trains its horses by leading them from the stall to the engine again and again until these go through the motion of their own accord. Dr. Hart says: "A child may by reason be taught the importance of punctuality in coming to school; but he is trained to the habit of punctuality only by actually coming to school in good time, day after day. * * * By doing a thing often he acquires a facility, an inclination, a tendency, a habit of doing it." Any kind of routine work, if not too long continued and if at the same time it engages the activity of the intellect, is of incalculable value in training the will. It was in this respect that the farmers' sons spoken of in the introduction had the advantage of the city boys. While the latter outside of the school were enjoying themselves and thus moving on the lowest stage of will-culture, the former were doing some regular work and hence developing a higher form of will-power. For many a boy a few days at plowing with no new impressions from without to exhilarate the mind, would be worth more than a session of schooling. Many a rich man might learn lessons from the Crown Prince of Germany who requires every one of his children to learn a trade as part of their education.

It will help a boy very much in forming habits of unflinching

perseverence if he is brought under the magic influence of example. It is said that if the Alpine hunter while walking over giddy heights accidentally loosens a stone and starts it rolling, he will not look after it for fear of losing his balance, and of being imperceptibly drawn after its downward course. If such is the influence of a dead thing, what may we not expect from the example of a living human being. When the tired and discouraged soldiers of Alexander the Great found their march through Persia blocked with ice and snow, they would go no further. He, perceiving it, dismounted from his horse and made his way through the ice in the midst of them with a pickaxe; soon they were all ashamed; his friends, the captains of the army, and lastly the common soldiers, followed his example. The same kind of influence is seen in every army, in every school, in every hamlet. At the close of every session of the legislature, the same scenes are enacted in the way of throwing paper balls, and the like; the traditions of the past are more powerful than the criticisms of the press and the public. This explains why certain forms of mischief and lawlessness live for generations, and are never heard of in others of the same grade. At Leipsic, the students light their pipes and fill the rooms with smoke during the fifteen minutes which intervene between successive lectures; at Berlin, you do not catch a whiff of tobacco smoke either in the buildings or on the grounds of the university. The power of example may work for good as well as for evil. If the oldest son turns out well, half the victory is won in training the rest. "As the teacher so the school," "Like priest, like people," "If you would have a boy walk in the narrow path, the best thing you can do is to travel that way yourself sometimes," There is a great deal of the school-boy in the monkey, or of the monkey in the school-boy,"—these are but a few of the many popular proverbs upon the innate tendency of human beings to follow the example of others. You may have heard it said that one fool makes ten. With equal truth may it be said that one wise man makes a hundred, and that one good act calls forth a thousand others like it.

The ancient Romans were accustomed to place the busts of their distinguished ancestors in the vestibules of their homes, so that the noble deeds of these might not be forgotten, and that the rec-

ollection of their distinguished virtues might lead to the imitation of the same by the living members of the family. Here undoubtedly the imagination came into play. In hearing and in reading the illustrious achievements of others, the young are led to form loftier ideals of goodness, of virtue, of greatness. Such ideals hover before the mind like guardian angels, beckoning us onward to greater exertions, guarding us in the hour of trial or temptation, and shaping our career after the pattern of those whom we admire. In this way a teacher's life is often idealized by his pupils, and he gains unbounded influence over their lives. If the ideals of him which they thus cherish are not rudely broken by misconduct on his part, he will continue to live in their hearts and in their actions even if his name is never heard of in story or song. Novels, also, if they are of the proper kind, will help to purify and chasten the ideals of youth. As a rule, however, the reading of novels tends to weaken the will. The incidents depicted work upon the feelings and the emotions, and if these are often aroused and then allowed to subside without being translated into volition and action, the effect is to sap the sources of energy from which the will must draw its supplies in the accomplishment of great undertakings. Far more benefit in this respect is derived in studying the lives of men whom history dignifies with the title of great. The lives of Leo, and Gregory, and Charles, and Frederick, will convince the youth that men are great in a degree and to the extent in which they live — not for self, but for others. Four hundred years have elapsed since the birth of him who was undoubtedly the greatest man of the sixteenth century. By his side there labored a man of the most splendid talents; a man who could converse in eleven different languages; who lectured on every department of knowledge that was taught at that time, and whom posterity has honored by the the title of Preceptor of Germany; but the glory of Melanchthon pales alongside of Luther, whose powers of will far surpassed those of his intellect, although his intellect towered on high with all the attributes of genius, and enabled him to give his people a literary language in addition to the changes he wrought in their social, civil, and religious condition. When we compare the lives of two such men, we begin to realize the force of Schopenhauer's

assertion, that man is two-thirds will and one-third intellect; and to recognize the importance of paying not less attention than we have done in the past to the culture of intellect, but more attention to the training and education of the will, so that it shall attain unto the highest virtue and strength. What philosophy seems only to have discovered in comparatively recent years, was exemplified more than eighteen centuries ago by the Great Teacher, in whose teachings the will and not the intellect occupies the position of central significance.

Lack of time prevents me from arraying before you the multitude of other forces which the teacher can call to his aid for the purposes of will-culture. Allow me, however, one caution by way of conclusion. In constructing our theories on the education of the will, we must beware of the error of Kant. Dr. Rauch used to make the charge, that when the great philosopher of Konigsburg had completed his system of thought, he found the Deity was wanting in it, and to supply the defect he brought in God by the back door! If we commit the same mistake, our theories as well as our practice, must issue in failure. For there is, after all, no stronger spur to action than the sense of personal responsibility, no surer way of strengthening and invigorating a finite will than by bringing it into right relation to the Absolute Will. Study for instance the transformation of a Saul into Paul; watch him suffering from bodily infirmities, earning his living by tent-making, exposing himself to perils by land and by sea, enduring chains, stripes and imprisonment, yet all the time employing his splendid gifts of thought and speech for the spiritual welfare of his fellow man, and finally offering up his life in the cause he had espoused, and you will gain some idea of the power and strength of will which a weak mortal may derive from his God.—*Penn. School Journal.*

SUPPLEMENTARY READING.

BY SUPT. GEO. J. LUCKEY, PITTSBURG.

All who are conversant with the leading educational topics of the day are doubtless familiar with the title of the paper which I have the honor to present for your consideration; it includes all school reading outside the regular text-books, and I propose to

treat the subject under two general heads, viz: *Where should it be commenced? and What should it be?*

I am willing to concede that the present school reader should have a place in the school room for the purposes of aiding the child in obtaining knowledge of the orthography and use of words; but I am unwilling that it should monopolize his time and attention throughout his entire school course. I do not object to a child's supporting himself, while learning to walk, by chair, table or wall; but I will not agree that he must continue this practice for months and years; and yet to my mind the practice of using a text-book in reading as a "help to read" throughout his entire school course, is no more pernicious and paralyzing to his mental growth than the constant fetters of artificial aid would be to the free development of his physical organization if applied during all the term of his adolescent years. Millions of children leave school without ever having read a story of more than two pages in extent; in fact, every child does so unless his school training has been supplemented by home instruction.

In contemplating the mental condition of one of this class, and lamenting his lost opportunities, we may fitly apply the words of the poet, and say of the result of this line of instruction:

> But knowledge to his eyes her ample page,
> Rich with the spoils of time, did ne'er unroll;
> Chill penury repressed his noble rage,
> And froze the genial current of his soul.

To counteract this evil, I would introduce, after the completion of the Second Reader, such books as "Robinson Crusoe," or the "Swiss Family Robinson," and a Child's History of the United States; and by giving the same time to the reading of books of this character that is now devoted to the text-book in reading, there will be abundant opportunity for all our children, within the term of their school life, to read the history of every nation and people that has existed since the dawn of the earliest civilization.

I have stated that the Second Reader should be the last of the regular Readers used; but this is merely a suggestion, for I would fix no arbitrary period at which to begin a general course of reading, but would recommend that it be commenced as soon as the child has a knowledge of a sufficient number of words to enable

him to read intelligently the simplest stories that can be obtained; as to what he should read, let there be only the limitation that it be pure and good, and in harmony with the chords of an immortal nature. It might be from the daily papers, from magazines, from novels, from histories, from anything or from anywhere — if only the subject is pure and interesting and instructive. I would not exclude scrap reading, although I seriously object to limiting the child to it.

In teaching reading, there are three things to be kept constantly in view:

1st. *To teach a knowledye of words.*

2d. *To teach a knowledge of facts.*

3d. *To give the pupil a taste for good readiny.*

For the purpose of acquiring a knowledge of words, no better agency can be used than the daily and weekly newspaper, from which can be culled appropriate paragraphs giving accounts of accidents and happenings — the subjects and actors of which are well known to the pupil. By this plan the class that but yesterday was dull and sluggish while pouring over the well-worn and well-known pages of the school reader is awakened to new life — is made conscious of a new power, and imbued with a zeal and energy that were strangers to it while circling in the treadmill of the regular school work.

When the vocabulary of the child is sufficiently enlarged, I would so extend these selections that his reading would lead to the acquisition of important knowledge. I would advance him from the reading of local notices to the perusing of general news, including telegrams from all parts of the civilized world; and here I would introduce the study of "newspaper geography;" the subject matter of the article should be discussed by teacher and pupil in such a manner as to be both interesting and instructive. The city and country from which it comes should be located on the map, and the fullest elaboration given orally of the character of the people and their form of government.

But there is another object to to be attained in school reading which is not reached by means of newspaper reading, viz: continuity of thought, which is necessary to be cultivated as the most important of the mental processes of the scholar; and its acquisi-

tion can best be secured by directing the attention to a single subject for an extended period of time, under the pressure of the most energetic concentration of the thinking faculties. If the schools overlook this point of mental culture, their work will be incomplete. This branch of training, however, may more properly be assigned to the higher primary and grammar grades, where history, biography, and carefully-selected works of fiction can be comprehended and enjoyed; the reading of this class of books will also create a love for pure thought and a pure style.

If the schools will but do their duty in supplementary reading, the yellow-backed, pernicious literature that flaunts its signal of vice from every news-stand, would soon be without a purchaser. Is there any one so gifted with imagination that he could picture contentment in the heart of a child while reading the exploits of Dick Turpin, if the same child had reveled for years in the pages of Hume, Macaulay, Bancroft, Addison, Taylor, Abbott, Shakespeare, Scott and Dickens? The fault of our schools in teaching reading is, that too much time is given to manner, and not enough to matter — we teach how to emphasize, but not how to understand — we give too much time to oral expression, and not enough to mental culture.

The chief advantage which is derived from the study of the ancient languages, comes from the fact that the whole time and energy of the student is given in the effort to comprehend the thought of the author, and no time is wasted in elocutionary claptrap.

To be a good oral reader or public speaker is certainly a great accomplishment, but I do not believe either of them to be of paramount importance.

Under the present plan of teaching reading, one would suppose every child was being trained (and badly trained) for the forum or the stage, no notice being taken of the fact that not one in a thousand will ever be public readers; and the nine hundred and ninety-nine are required to drill for years on emphasis, facial expression, and gesture, to the almost entire exclusion of the more weighty consideration, *a ready comprehension of the written thought.*

If, in after years, some one of our present pupils should be dis-

covered seated in his own parlor, reading a scientific article from the "Popular Science Monthly," and wildly throwing his arms in every imaginable direction, while twisting his face to give expression to the words of the author, it would very likely suggest the propriety of appointing a commission *de lunatico inquirendo.* Alas! the hours that have been wasted in training the twelve-year-old child to properly deliver the masterpieces in thought and oratory of Pitt, O'Connell, Webster, Clay and Calhoun — when it is apparent to every thoughtful person that this same child will have to wait a score of years before he will have sufficient mental development to grasp the conceptions of these great men.

Thomas Jefferson said, when contemplating the institution of slavery, that he trembled for his country when he reflected that "*God is just!* I, too, tremble for my country when I reflect that *that justice still lives*, and is the pursuer of all faithless husbandmen in the vineyards of the world who bring "nothing but leaves" to his Master's harvest, and with sinful prodigality fling away the precious hours of our youth on the barren wastes of fruitless theories and idle speculations.— *Penn. School Journal.*

SCHOOLS ONE HUNDRED YEARS AGO.

Pessimists with reference to the schools are never weary of telling us about the cheapness and efficiency of the old-time schools. These were well enough in their way, but would be totally inadequate now, our national and civil life having become a hundred times more complex than that of one hundred years ago. Charles Carleton Coffin presents this good etching of one of the lower-grade schools of a century since: Cocked hats, buckskin breeches, long stockings reaching to the knees, tied with garters or fastened with buckles, buskins and shoes — those were what the schoolboys wore one hundred years ago. The schoolmaster wore a wig, or his hair was braided, with the braid hanging down his back like a pig's tail.

There were not many school-houses, but most schools were kept in dwelling houses, in one of the old spare rooms. In winter there was a great fire in a wide-mouthed fire-place, with a big backlog

and the smaller wood heaped upon it. One teacher that I know of had a crowd of lusty boys and girls. There were no desks — nothing but benches made of slabs. The room was sixteen feet square, and he had forty scholars. The house was unfinished. All the windows except half of one were boarded up. In the one sash there were nine small panes of glass; that was the only light save the fire on the hearth. Didn't the boys have fun seated on the slab benches, kicking each other's shins, pulling hair, punching one another in the ribs? They had little else to do, because there were only three reading books in the whole school, and only two or three arithmetics and one or two slates.

There were few printing-presses in those days — little printing of school books; besides, many of the people in the country towns were too poor to buy school books, so the boy whose parents were rich enough to purchase books kindly allowed his mates to read from his.

The reading-class stood with their toes to a crack in the floor, and when the master said "Tention!" all ducked their heads. When the boy at the head had finished he passed the book to the next. When reading was through they spelled — the boy who missed dropping down a peg in the class. It was a disgrace to be at the foot, so all did their best — all except the blockheads. There were no studies except reading, writing and arithmetic. Few of the scholars had paper writing-books, for their parents could not afford to buy them; but they went into the woods, peeled the bark from the birch trees, and split it into thin leaves.

They made their ink by boiling maple bark; their pens were plucked from the wings of the geese; their inkstands were the tips of cow's horns sawed off and fitted with wooden bottoms and stoppers. For want of desks the boys held pieces of board in their laps.

The master who taught this school which I am describing was a boy of eleven years of age on that day when the British marched from Boston to Concord, in 1775, and went back again upon the run.

He learned to write, using birch bark, with a charred stick for a pen, lying upon the floor in his father's log house during the long winter evenings, with a pitch-knot fire blazing on the hearth. He

learned to read clearly and distinctly, and to cipher, and was so good in arithmetic that he could solve knotty problems without slate or pencil. He had a hard time of it, though, in keeping forty stout boys and romping girls from turning things topsy-turvy in that little room only sixteen feet square and dimly lighted. Master and scholar alike had a wearisome time in giving and receiving knowledge.

Do you think it would have been fun to kick the shins of the fellow in front of you, or to pinch him when the master was not looking? But the master was looking, and masters did pretty much as they pleased one hundred years ago. They whacked the boys over the head with sticks, blistered their hands with the ferule, shook them till they saw stars, and when they reached home the chances were that they had a second dressing down, for it was a rule of those days that if a boy got a whipping at school he was to have another when he got home. Boys must obey their masters and give due respect to their superiors. The boy who whimpered when the master blistered his hands was looked upon as a little "cry boy." One master I know of whipped so much, and used up so many alders, that the people said that a great swamp near the school-house never would have been cleared if it had not been for him.

The scholars lived so far from school that they carried their dinners in little baskets. That was before the days of tin pails — before the days of newspapers, and so they sometimes wrapped their sausages or slices of salt pork and brown bread in a cabbage leaf.

When twelve o'clock came, and the school was dismissed, they crowded around the fire, cooked their sausages and pork on sticks, and toasted their bread. If a boy mischievously joggled the stick of his playmate and knocked the meat into the ashes, no matter; it would be just as good; the ashes would do for pepper and salt. Quite likely the boy who did the mischief saw the next moment his own sausage rolling in the ashes.

For an hour they made things lively, but when the hour was up and the master made his ruler go rat-a-tat-tat upon the side of the building, all hands made a rush for the door, for the boy who was not in his seat promptly was pretty sure of getting warm on his hands.

Those boys of a century or more ago had little chance at schooling—little opportunity for knowledge from books, but they did a great work for the world. Some of them poured out their blood on the battle-fields of the revolution, to secure the liberty we enjoy. Some of them became schoolmasters, others ministers, others statesmen; who have done what they could for their country and the welfare of their fellow-men.

TO SCHOOL OR TO BUSINESS?

Just now thousands of young men are deciding one of the most important questions of their lives, whether they shall go to school or go into business, whether they shall begin their career of money-making and self-support, or shall continue their term of education and of preparation for active life a season longer. Shall we go to school, to college, or shall we go to work? that is the question.

The greed for business is outstripping the greed for education. There are tens of thousands of young men hurrying into shops and stores who ought to be in school. We may lay it down as a general rule, having few exceptions except those where the support of a family depends on one's labor, that the young man of good fair abilities who does not take the full course to secure a liberal education makes a most serious mistake. To be sure he does not know it, and he may never find it out; for he may never get his eyes open; but he makes a sad mistake all the same. The greatest blessing a young man can get is an education, whether in college or in a technical school, or wherever or however acquired.

"What do I need a college education for to be a clerk or merchant?" You may make a good clerk or a good merchant without an education. But is that all you want to be? Probably it is; but it is not all you ought to want to be. You can be more than that. You can be a broad man, with an interest running in many directions, in sympathy with all the movements and understanding all the progress of the world. For this you must get started in many different directions; and this is what your college is for. It opens to you a hundred roads, leads you along each for a little way, and proves to you that the world of thought is large, and

tells you it is much larger than you see. It opens your eyes; it makes you alert to see what you would else never see; it tells you what men have done for men, and in what lines the world's movement goes. It fills your mind with a thousand facts all new to you, and tells you what they are worth. Then it takes your mind and trains it. It teaches you how to work, where to look, what thinking is, and, best, what wise thinking is and how to do your work intelligently. It gives you facts and facility and discipline.

"Is that all? I don't quite see the profit of that." Of course you don't. It does not give you money. But take our word for it that it is good for you. You are young. We have heard many and many men in successful business lament that in their youth they had not got a good education. We have heard them blame themselves or blame their parents for it; but we never heard one wish that he had left study and begun business earlier. Such men could tell you that for the man who hopes to get beyond the simplest routine labor an education is in every way profitable; that it is a protection to him, that it opens new avenues, that it gives him friends and enables him to hold his own with them, that if it delays him a little at the start it gives him speed on the race. Even business can be better understood and carried on more successfully by a young man who has a well-trained mind than by one who has turned earlier into a narrow line of work at the expense of the development of his best faculties. It may be that the Latin and the Greek and the Astronomy will not be much used in after life, but the training the mind has received in their study will help all through life in any business or trade.

Poverty need be no bar to an education. If a young man has energy and determination he can get it. If he is willing to help himself he will go to an academy or a college and he will find every one ready to help him. Free education will be provided him, if he is worthy of it, in almost all our colleges. They have their scholarships purposely for him. All it wants is *pluck*.

Young man don't go west yet. Stay east a little while longer and get an education. Then go west or east and make it useful as a farmer, or clerk, or merchant, or professional man. It will help you everywhere.— *N. Y. Independent.*

GRADING A COUNTRY SCHOOL OF ONE OR TWO ROOMS.

The country school teacher can well afford to study the condition of his school with reference to gradation.

The most ungraded school is really graded to some extent. So far as there are different classes in the same subject, so far it is graded.

Now, the teacher should study the curriculums of public schools that are fully graded, sufficiently to form some fixed notions as to the advancement of pupils in the different years, in each subject, but taking one subject as a standard.

Arithmetic is really the best basis of gradation, and if the teacher could really make clear in his mind the advancement in this subject, which successive years should accomplish, it would be the best. But the logical order in which the different topics are taken up is so varied, both with different teachers and in different series of text-books, it is quite confusing to the young teacher. Yet, it should be remembered that *the* subdivisions are not so important as *some* subdivisions.

The first step toward forming definite ideas as to the appropriate work in any subject for the successive years, is to visit the nearest graded school and see what is practically accomplished there, and with that as a basis, determine the possibilities of the school in charge.

Have in hand a *complete* series of text-books on arithmetic, and determine how nearly the work therein presented corresponds to the practical workings of the schools visited.

To effect this visitation, the country teacher can easily arrange with his board to hold school on some Saturday or Saturdays, and to take some regular school day for visiting.

The investigations in the school visited need not be confined to arithmetic, but should include reading as well. A series of readers should be familiarly in mind, also, to this end.

One day spent in a graded school, patiently visiting the different grades, making notes of the particular book, or portions of a book mastered in each grade, also of the opinions of different teachers

and the superintendent (all of whom will cheerfully furnish information), accompanied with a printed syllabus of the course of instruction, will place the young teacher in reasonably good condition to study his own school with a view to determining the different grades into which it may most easily be thrown.

The precaution should be continually observed not to fall too much in love with *system*, as such, lest it become a master instead of a servant — an obstacle, instead of a convenience. This wicked world, one often discovers, will not immediately and exactly reconstruct itself to suit a philosophy of one's own fond modeling. No more will a country district school.

Plans should be matured in the face of, in the midst of the real school under management, and their execution must be carried out, usually, in part. Indeed, a teacher of a country district school, would better not try to grade entirely until his *second* year in that school, especially if he is a stranger and inexperienced.

But one year's experience in a given school and its neighborhood, should qualify him to begin the second year with his whole school thrown into quite well defined grades.

Every teacher should make it a matter of honor and reputation to stay at least two years in the same position.

Trustees should make it a practice to retain a teacher, though he may be but a moderate success, for at least two years. Indeed, they should employ him for two years, rather than one at first.

A country district teacher, who has had a few years experience in such schools, should take measures at the opening of his school to grade it.

After visiting a reasonably well graded school, the first conclusion that the country teacher will reach is, that too much is being attempted in most of our rural schools. In a village or city there are many rooms for the several grades, while all the grades have to be condensed in the country school into one room.

He will see that, whereas, in a fully graded school, twelve grades corresponding to as many years can be easily provided for, in a country school of one room and one teacher, about eight years only can be accomplished. In other words, a country school, either of one or two rooms, should not attempt more than the primary and grammar work.

In order to form some practical idea of what this work is, it will be well to study the following:

PROGRAMME OF SCHOOL OF TWO ROOOMS.

LOWER ROOM.

Time. From.	To.	Dur.	1st Year. D Primary.	2d Year. C Primary.	3d Year. B Primary.	4th Year. A Primary.	5th Year. D Grammar.
8.45	8.50	5	Opening and Religious Exercises.				
8.50	8.55	5	Roll Call.				
8.5	9.00	5	General Exercises.				
9.00	9.10	10	*Reading.*	Reading.	Reading.	Reading.	Reading.
9.10	9.[illegible]5	15	Reading.	*Reading.*	Reading.	Reading.	Reading.
9.[illegible]5	9.40	15	Reading.	Numbers.	*Reading.*	Reading.	Reading.
9.40	9.50	10	*Reading.*	Numbers.	Writing.	Writing.	Writing.
9.50	9.55	5	*Writing.*	*Writing.*	*Writing.*	*Writing.*	*Writing.*
9.55	10.10	15	Writing.	Writing.	Writing.	*Reading.*	Writing.
10.10	10.30	20	Numbers.	Numbers.	Arithmetic.	Writing.	*Reading.*
10.30	10.45	15	Recess.	Recess	Recess	Recess.	Recess.
10.45	10.55	10	*Numbers.*	Numbers.	Arithmetic.	Arithmetic.	Arithmetic.
10.55	11.10	15	Read & Spell.	*Numbers*	Arithmetic.	Arithmetic.	Arithmetic.
11.10	11.25	15	Read & Spell.	Read & Spell.	*Arithmetic*	Arithmetic.	Arithmetic.
11.25	11.40	15	Dismiss.	Read & Spell.	Read & Spell.	*Arithmetic*	Arithmetic
11.40	12.00	20	Dismiss.	Dismiss.	Read & Spell.	Read & Spell.	*Arithmetic.*
12.00	1.00	60	Noon Intermission.				
1.00	1.10	10	*Read & Spell.*	Read & Spell.	Read & Spell.	Read & Spell.	Grammar.
1.10	1.25	15	Read & Spell.	*Read & Spell.*	Read & Spell	Read & Spell.	Grammar.
1.25	1.40	15	Read & Spell	Reading.	*Read & Spell.*	Read & Spell.	Grammar.
1.40	1.50	10	*Reading.*	Reading.	Drawing	Drawing.	Drawing.
1.50	1.55	5	*Drawing.*	*Drawing.*	*Drawing.*	*Drawing.*	*Drawing.*
1.55	2.10	15	Drawing.	Drawing.	Drawing.	*Read & Spell.*	Drawing.
2.10	2.30	20	Read & Spell.	Reading.	Geography.	Drawing.	*Grammar.*
2.30	2.45	15	Recess.	Recess.	Recess.	Recess	Recess.
2.45	2.55	10	*Read & Spell.*	Reading.	Geography.	Geography.	Geography.
2.55	3.10	15	Reading.	*Reading.*	Geography.	Geography.	Geography.
3.10	3.25	15	Reading.	Reading.	*Geography.*	Geography.	Geography.
3.25	3.40	15	Dismiss.	Reading.	Reading.	*Geography.*	Geography.
3.40	4.00	20	Dismiss.	Dismiss.	Reading.	Reading.	*Geography.*

UPPER ROOM.

Time. From.	To.	Dur.	6th Year. C Grammar.	7th Year. B Grammar.	8th Year. A Grammar.
8.45	8.50	5	Opening and Religious Exercises.		
8.50	8.55	5	Roll Call.	Roll Call.	Roll Call.
8.55	9.00	5	General Exercises.	General Exercises.	General Exercises.
9.00	9.30	0	*Reading.*	Reading.	Reading
9.30	10.00	30	Aritnmetic.	*Reading.*	Reading.
10.00	10.30	30	Arithmetic	Arithmetic.	*Reading.*
10.30	10.45	15	Recess	Recess.	Recess.
10.45	11.15	30	*Arithmetic.*	Arithmetic.	Arithmetic.
11.15	11.45	30	Grammar.	*Arithmetic.*	Arithmetic.
11.45	12.00	15	*Writing and Drawing.*	*Writing and Drawing.*	*Writing and Drawing.*
12.00	1.00	60	Noon Intermission.	Noon Intermission.	Noon Intermission.
1.00	1.30	30	Grammar.	Grammar	*Arithmetic.*
1.30	1.50	20	*Grammar.*	Grammar.	U. S History.
1.50	2.10	20	Geography.	*Grammar.*	U. S History.
2.10	2.30	20	Geography.	Geography.	*U. S History.*
2.30	2.45	15	Recess	Recess	Recess
2.45	3.05	20	*Geography.*	Geography.	Physiology.
3.05	3.30	25	Reading.	*Geography.*	Physiology.
3.30	4.00	30	Reading.	Reading.	*Physiology.*

REMARKS ON THE PROGRAMME.

Recitations are indicated by italics; in all other cases it means the pupils are studying the subject in their column. The first reader should be completed in the first year; the second in the second; the third in the third and fourth; the fourth in the fifth and sixth. the fifth in the seventh and eight years. The sixth reader really should not be admitted in the school unless the fifth is entirely omitted.

In the primary years (the first form), Primary arithmetic should be completed. In the grammar years (the second form), the "third part," or its equivalent, should be completed. These statements must be modified to suit circumstances.

To adapt this programme to a school of one room:

First. Preserve the same divisions of time given in the first room table.

Second. Consolidate the classes of the second and third years, also those of the fourth and fifth, also those of the sixth and seventh, letting the eighth stand as it is, but let it take the study and recitation periods of the fifth.

So, also let the consolidated classes of the sixth and seventh years take the study and recitation periods of the fourth. So back, letting the first year have just the same periods as indicated in the first column.

A much wiser disposition of this work would be for the teacher to keep all the eight year grades in operation, by having one or two older pupils teach the lower grades in another part of the room.

This is the great reform needed in our country school system. Pupil teachers should be licensed by the county examiners to teach a part of the time that they are in the school as pupils. The amount of time for study is so disproportionate to the time of the recitation, that pupils in the advanced classes could easily teach without seriously impairing their progress as students. At the same time, they could secure practical experience preparatory to their attending a normal school, and to their taking charge of a school.

A register of the school, showing the grades and the pupils in each grade, should be carefully prepared and sacredly entrusted to the care of some one who will deliver it to the next teacher.—*National Normal.*

THREE EDUCATIONAL PRINCIPLES.

The first principle we present is a negative statement of four words, but involves the discussion of the true nature of education and the exposition of a wide spread misapprehension among teachers and people which is doing much to confound ideas, and to retard educational progress. It reads in this wise:

Learning is not education.

Few men, after careful thought on the subject, will deny the correctness of the statement; perhaps most men, without considering the subject, would deny it. At any rate, in the minds of most persons the terms learning and education are synonymous.

The truth is that learning is but the means of education. The mind is a bundle of living powers, which are truly educated only when maturely grown. A tree takes its sustenance from the earth and the air, but no man thinks of the tree as an erected accumulation of mud, water, and wind. All that the tree has comes from earth and air, save an implanted germ of life which enables it to assimilate the means of growth, until that which was dead matter appears in living forms of strength and beauty. So the mind has a living principle within itself which will, when properly trained, enable it to assimilate the dead matter of learning lying all about it, and reproduce them in forms of living strength. On the other hand, the mind, when not properly trained, may come to have largely the properties of a mere receptacle. When in this state, fact, information, learning, may be crowded into it, producing but little growth; just as by a system of unwholesome stuffing, a stomach may be loaded up with food that it can in no wise digest. It does not follow because a man is learned he is educated in the true sense. If his learning does not reappear in power gained, it is a vain thing, hardly worth the getting. An engine may be properly filled with water and coal, but will do no work without the aid of the transforming, power-producing fire. It is the teacher's duty and highest privilege to light the fire of mental life, and then to furnish its ever gaining power with instruments of work — the learning of the world. But his work goes for naught if he merely furnishes the fuel without lighting and tending the fire. Learning and education should appear in their true relations, education or

the development of the germs of power in man being the end, *learning* the *means* by which the mind grows and works.

The second principle to be stated is no less important than the first. It is this:

Activity is the law of growth.

Only through its self-activity can the mind grow. This principle is almost axiomatic. If the mind were inert and still, if all the roads by which the outside world reaches and improves it were closed, if feeling, sight, hearing, smell, and taste were inactive, the mind would be as a germ in its shell, not dead, perhaps, but sleeping. It could not think or feel or will. If one of these senses alone is alive, the mind is stimulated to a partial activity, producing a partial growth. If all are awake and alert, the mind is stirred to its greatest activity and receives its most vigorous growth.

The healthy child enters the school room with senses made quick and keen by contact with the active world about him. He enters a new region, the world of words, the world not of things but of signs of things. If the teacher be right, the mind will be moved to greater activity by the effort to reach the thing, the thought, through its symbol, the word. But if the teacher be wrong, the senses will grow less keen, the mind less active, its growth be less vigorous. *Learning* indeed may increase, but education will diminish. The word will remain but the spirit be wanting; the means will become the end, the result will be a mind with acquisition but without power, having the form of education but not the substance; from which calamity may all children be delivered.

The only other principle of education which we shall venture to give now is as follows:

The powers of the mind have different rates of development, hence attain their greatest activity at different stages of life.

There is a time when the senses are most active — a time when memory is most active and retentive; there is a time when reason begins vigorously to assume its functions, before which it does not pay to spend much time in trying to cultivate it.

A philosophical teacher will take cognizance of these truths, fitting the matter and manner of his instruction to the needs of the mind. An unphilosophical teacher takes no note of the proper order of study and presentation, but proceeds as fancy, chance, or

tradition may dictate. It may be that where peas and potatoes are put into the ground at the same time, the potatoes begin to grow as soon as the peas, but he would be counted as an unwise husbandman who should neglect the peas in sight to hoe the potatoes that have hardly begun to sprout. So is the teacher unwise who neglects the senses or memory of children when most active to drill them upon the formulas of reason when reason is ungrown and almost ungrowing.—*Illinois School Journal.*

TO BEGINNERS.

The fall term of school will soon open, and we wish to have a little talk with the teachers, especially the beginners. A right organization of school is of the utmost importance. Organized work is like the sunlight, always doing good. Hap-hazard work is like fitful gusts of wind, and can not be depended on. We draw from the book of our experience a few cautions to be observed, and only wish that our readers who need to observe them may glean real good from our suggestions.

1. The advancement of the pupil is the first thing to be considered. If you have not time for individual questions to test advancement, name an early day for a written examination, and you will be enabled to come at once into a knowledge of each pupil's attainments.

2. Now you are ready to judiciously classify. Be sure and *bunch* your pupils. Don't have too many classes. We heard a teacher say within a month that she had thirty-five classes with only twenty-two scholars, with an average attendance of only fifteen. Grade kindred topics together, and organize on the basis of fewest classes possible, with greatest time for class work and preparation. Make this subject a study with your whole scheme before you, and place thought enough upon it to have it work clearly to your satisfaction.

3. Don't give all your time to hearing of classes. Have at least twenty per cent. for individual work, during which time you shall be quickening some dull brain, bridging over some difficulty that has caused some one to stumble or become discouraged. We re-

member in our boy life of a struggle we had in the corn-field to keep up with the men. A Mr. Bennett, who was dextrous with his hoe, reached over on our row and helped us forward two or three hills, and as we thanked him, he said: "All right, my boy, keep ahead; you will work easier." We have never forgotten the lesson of that good man, although he has gone to his rest. Not every pupil has the courage to work when he is behind; judicious help should always be extended.

4. Let your own enthusiasm be the governing rule of your school. Don't make a code of rules, but let the simple injunction of *right doing* be the sum of your idea of your school's deportment. Don't fail to enforce obedience to the laws of industry and right, but do it by your own pure example, rather than a multitude of rules, which would only act as clogs to destroy your independence.

5. Don't lose your sympathy with child life in your attempt to govern. We told a class of teachers only last week to never hurry a punishment, it was one of the things that was better done by waiting. A teacher of experience replied, "that if the punishment waited it would never be given." Does it not stand to reason that our better judgment is a deliberative one, and if after deliberation we failed to inflict a punishment that it ought not to be given? Control by natural methods, growing out of respect for yourself, the magnetism of your character, love of study and a desire to be true to duty.

We add in conclusion that if you stand in your school with a cheerful face — a sunny temper, with an earnest desire to build well — you will not fail. Look well to your own health and the health of your pupils. Don't allow your nervous energy to overwork your pupils. Don't allow your own spirits to become peevish and fretful, nor the spirit of your school. Be firm in all your acts, but let it be a firmness in which the spirit of a real good will is felt. Don't be severe in your punishments, but adjust the punishment nicely to the offence. Put yourself in pupil's place, and remember your own boy or girl life. Always have a helping hand for the needy, and make the neglected and weaker pupils feel that you are their true friend. — *The Moderator*

HABITS.

BY. J. F. SMITH.

Actions, when often repeated, become habits. Habits, when once formed, lead one to doing things easily, naturally and certainly. A habit is said to be an *internal* principle; while a custom, one of the synonyms of habit, is *external*, and leads to the frequent repetition of the same act. Habits must, therefore, be formed in some artful way. There is also, a principle involved which should receive the careful consideration of those who have anything to do with the formation of habits. Some of these principles are embodied in the following paragraphs:

1. *When an act is once performed, there is an inclination to repeat it.* This is proved by a child's learning to walk. At first it stumbles and falls, and may cry out on account of the bruises received, yet it is not deterred from repeating its effort to walk. This inclination to repeat is so strong in the child's nature that the habit of walking is soon formed.

2. *The oftener an act is repeated the less resistance there is to it.* Illustration: It is with much hesitancy and opposition of mind that a boy swears his first oath, or a man offers his first prayer; but repetition soon makes the boy utter his oath naturally and without aversion, and the man to pray easily and without faltering.

3. From what has already been written it is apparent that *in the formation of habits repetition is a necessity.* The acts which go to make up the habits of an individual must be practiced and repeated until habits are formed. Therefore, it will do but little good for a teacher or parent to tell a child what good habits are, unless he takes care to see that the child puts into practice the principle, that before any act can become a habit it must be repeated and practiced until a habit is formed, which is almost involuntary.

4. *There is much danger in permitting casual thoughts and acts to become customary.* If permitted to do so, they will soon grow into habits, and become an established course of conduct. Bad habits are generally formed in this way. Such habits are always produced without design and without being foreseen. Good ones

are formed by determining the rules and principles drawn from the Bible, from good government, from the laws of good society, and from the dictates of natural reason and common sense. Hence, it is easily seen that bad habits are generally formed from thoughtlessness, while good ones can be formed only after much study, and many resolves, and repetitions.

5. *The formation of good habits is the noblest aim of a teacher's work.* As long as men live together, public opinion will divide them into two great classes — one of good habits, the other of bad ones. In social life, habit is one of the most marked distinctions of races, nations, and classes. Hence, the importance of this work of shaping, moulding, wielding, binding the acts, principles and will so as to conform with the *internal* teachings of the soul. All engaged in the formation of habits, should remember that habits, like character, follow one from youth to old age, from place to place, and always show the sublime character of the soul, if they are good; but if bad, they become "a police of devils to guard one, and with infernal delight shout one's approach to perdition."—*Educational Weekly, Indianapolis.*

THE ERUPTIONS IN JAVA.

The volcanic eruptions in Java which occurred during the week beginning August 26, have no parallel in history. Mountains were torn assunder, a chain of volcanoes were thrown up in the sea and an immense tract of land was swallowed by it. It is estimated that as many as seventy-five thousand persons lost their lives. The disturbances began on the island of Krakatoa, which is situated between Sumatra and Java, fifteen miles from Java. The first eruption took place on the night of August 25. Showers of stone began to fall. At Sourabaya and Samarang, 500 miles away, red hot rocks and ashes fell. On Sunday morning the disturbances extended beneath the waters of the Strait of Sunda, which were soon boiling and hissing violently. The temperature of the sea went up nearly twenty degrees. The rumblings became more and more distinct, and at noon Java's largest volcanoes were sending forth flames at an alarming rate. The eruption spread until nearly fifteen volcanoes were in active operation. Just before dark a great cloud formed over the Genung Gunter, which began to

vomit up enormous streams of sulphurous mud and quantities of lava. Explosions were followed by tremendous showers of cinders and rock, which were hurled high in the air. With the terrible eruptions came also demonstrations from the sea. At one time more than fifteen huge water spouts were seen.

Sunday evening the eruptions increased, and streams of lava poured incessantly down the sides of the mountains, sweeping everything before them. The hissing of the sea became so loud as to be almost deafening. Tuesday it was seen that an enormous tract of land had disappeared, covering an extent of territory about fifty miles square. In this were situated several villages whose population aggregated 15,000 souls, none of whom escaped. The entire Kandang range of mountains extending along the coast in a semi-circle, about sixty-five miles, sank out of sight. Three distinct columns of flame were seen to rise from the volcano of Papandayang, to a vast height. Stones fell for miles around. A whirlwind accompanied the eruption, which carried house-roofs, trees, men and horses into the air. Ashes covered the ground and roofs of houses to the depth of several inches. Then the mountain split into seven parts, from which lava flowed in large streams.

The most singular incident was the sudden rising on Tuesday of fourteen new volcanic mountains in the Straits of Sunda, forming a complete chain of mountains, in almost a straight line between Java and Sumatra. The northern portion of the island which was covered with tracts of forest got on fire and soon was one great blaze. As the eruptions became more frequent the waters around the coast became more violent. A portion of the city of Batavia was washed away. Twenty thousand Chinese and eight hundred Europeans and Americans perished.

The U. S. Steamers Enterprise and Juniata, at Singapore, will proceed to make deep sea soundings to determine whether a navigable passage still exists between Java and Sumatra, as the Sunda Strait is the great thoroughfare between the Indian Ocean and the China Sea.—*N. Y. School Journal.*

THE hand is the mind's only perfect vassal, and when, through age or illness, the connection between them is interrupted, there are few more affecting tokens of human decay.—THACKERAY.

THE GREAT STATUE OF LIBERTY.

A large and enthusiastic meeting was recently held in New York, to promote the subscription for the pedestal of Bartholdi's "Liberty Enlightening the World," to be presented to the United States by the French nation and erected on Bedloe's Island, New York harbor. A number of addresses were made by prominent citizens.

The chairman of the committee having in charge the collection of money for the pedestal, Hon. Wm. M. Evarts, after reviewing the circumstances under which the project was started in our Centennial year, said that a communication had just been received from the committee of the Franco-American Union describing the popularity of the project in France. As early as the year 1881 the enterprise had been indorsed by 181 towns in France, acting through their municipal council, by 40 general councils of as many provinces, by all the chambers of commerce of the great cities of the republic, and by 100,000 individual subscribers. The statue will probably be ready for transportation next summer.

Touching the magnitude of the proposed monument, Mr. Evarts said:

The simple statue will be, from the plinth to the top of the torch, 145 feet in heighth. From the water level up to the highest point in the span of the Brooklyn bridge is but 135 feet—10 feet less than this truly colossal statue. The dimensions of the plinth, the space occupied by the feet and drapery of the figures, is 40 feet square—as large as a house. It is fitting that so noble a monument of skill and industry, so generous a contribution, should be framed as a munificent gift from the French people, as one of the great evidences that the great international relations of value and importance between two great countries are no longer maintained by courts and cabinets, but spring out of the intermingling pulses of the people.

The great Colossus of Rhodes, known in its time as the seventh wonder of the world, was erected to show the gratitude of the Rhodians to the Egyptian king who was their ally in war when their liberties were threatened by the King of Macedon. They were a small people, inhabiting an Island of about 450 square

miles, but that great work of theirs was erected at a cost of 300 talents, of the value then of between $400 000 and $500,000. It was but 105 feet high. This statue of Liberty Enlightening the World will be 145 feet high, upreared upon a pedestal of equal height, and will be, not the seventh wonder of the world, for the wonders of the world are never ceasing in number, but will be the wonder of the world as much greater than the Colossus of Rhodes as the world now, of which it will be the wonder, is greater than the world of the Mediterranean Sea in classic times. The largest modern statue is the one near Lake Maggiore, in Italy, erected to the great Christian saint, Charles Borromeo, which, upon a pedestal 40 feet in height, is in inself 66 feet high. Nothing in the history of the world has approached the greatness of this statue of Liberty. Our genius did not conceive so great a statue; our art and our munificence have not contributed to its production. This great free gift we are simply called upon to receive, to place upon a perpetual site under the perpetual care provided by the government of the United States, on a pedestal that comports in dignity and in solidity with the statue it is to bear up, and which shall comport with the wealth and the numbers of these great cities and this great country, and show our appreciation of the debt we can never repay to France, and which she simply adds to by this magnificent gift. The numbers of those who will come hither to see the light of this commemorative statue no man can count, and they shall not cease coming until liberty itself shall have ceased to enlighten the world, nor until this home of the free shall cease to attract the footsteps of the multitudes that seek this shrine and this safety for their love and exercise of liberty.

All the conditions of our acceptance of this great conception and great execution are already fixed. The French have spent $250,000 upon this statue, and the best computation, without unnecessary expense, fixes the cost of the pedestal at $200,000 to $250,000.

It is not the loss of a battle, or the annihilation of an army, or a province torn away; a people dies only by the relaxation of its morals, by adandoning its manly habits, by the effacement of its character through the invasion of egoism and skepticism. It dies of its corruption; it does not die of its wounds.—*M. Simon.*

EDITORIAL.

T. W. BICKNELL, of Boston, editor of *The New England Journal of Education*, and president of the National Educational Association, visited Madison September 26th and 27th, for the purpose of consultation and inquiry relating to holding the meeting of the Association in Madison in July, 1884. Pres. W. D. Parker, of River Falls; Pres. J. W. Stearns, of Whitewater; Supt. C. F. Viebahn, of Watertown; Judge Samuel D. Hastings, jr., of Green Bay, were present, besides, Supt. Shaw, J. M. Carpenter, President of the Board of Education, and Dr. Joseph Hobbins, Prof. J. B. Parkinson, and E. Burdick, Esq., members of the board, Vice Pres. J. W. Sterling and Profs. A. Kerr and J. C. Freeman, of the University; Hon. E. W. Keyes, of the Board of Regents; Mayor Conklin, J. Corscott, city clerk, and C. M. Gregory, Esq., of the common council. Pres. I. Shepard and Supt. W. F. Phelps, of Winona, Minn., were also present. A large number of letters from persons prominent in educational affairs were received, both in and outside of this state, all expressing great interest in the consultation, regrets for inability to be present, and urging the selection of Madison as the place for the meeting.

Pres. Bicknell expressed great satisfaction at the cordial good will toward the Association which he found here, and pleasant surprise in the beauty of the place and the facilities at command for the convenience and entertainment of the Association. The railroad companies promptly tendered most favorable terms for excursions in various directions within the state and to and upon Lake Superior; and inquiry elicited the information that an excursion to the Yellowstone Park, Portland and the Pacific, from this point at a moderate cost could, without doubt, be organized.

The principal competing point with Madison for this meeting is White Sulpher Springs, Va. The wealthy and public-spirited men of that locality offer strong pecuniary inducements for the Association to come there. But Supt. Phelps struck the true key note when he said that all inducements and all incentives aside from the central idea of promoting educational interests and disseminating educational truth, "are, and should be, mere appendages, caudal appendages, and not determining forces in the Association."

At present the indications are strongly in favor of securing this meeting in Wisconsin. It only remains for the leading teachers and superintendents of the state to express their cordiality and pledge their co-operation. A committee appointed for that purpose at the consultation will soon ask for an expression of this kind, and early and favorable response will, no doubt, determine the matter in our favor. At least it is all that seems now to be needed to complete the effort to secure that end.

The committee consists of W. H. Chandler, Madison; Pres. J. W. Stearns, Whitewater, and Supt. C. F. Viebahn, Watertown, and if any one fails to receive a circular and wants to express an interest in the matter, that may be done by addressing either of the committee, without waiting for the circular.

It is very well and very widely, although perhaps not everywhere known throughout the state, that those having in charge the institute work, inaugurated a new departure this year, in the character of the work attempted. An attempt has been made to make the work in the institutes more professional, and more inspiring in the way of incitement to definite aims, and to definite and clearly defined plans by which ends are to be reached. The course of study for ungraded schools was made the basis of the work, no other syllabus being furnished conductors. The scheme contemplated only such and so much academic work proper as should be found necessary to illustrate continuity and progressiveness throughout the school work in the common branches, with such limited incidental attention to special branches as the exigencies of each institute should require.

This was a quite radical departure from the prevailing form of institute. It was confidently hoped that the result would be to those who attended the institutes a much sharper and more just conception of the work proper to be undertaken in the schools, as a whole; of the principles which underlie the science of education, and of the need of professional, or at least special preparation for successfully engaging in the work. Possibly the change was too great, both for conductors and attendants, to be effected at one time, and at the same time insure the best success. The report of conductors, at their winter meeting, will be awaited with interest. Our own observation leads to the conclusion that those conductors who most faithfully and intelligently adhered to the plan of work outlined, met with the best success, in the way of meeting the needs which teachers feel most pressing, and in the approval of such as most intelligently conceive the true function of teachers' institutes.

We append a few extracts from letters received, omitting all addresses and signatures, corroborating to some extent, our observations.

One of the conductors in Sheboygan county writes: "Not with any desire to blow our own trumpets, I am pleased to say that the following remark was made by one of the most thoughtful and best informed teachers present: 'It is the universal verdict that this institute is the most useful one held for years. The new departure is in the right direction.'"

Another writes:

"I find by inquiries outside, that teachers were well satisfied with the character of the work attempted. Several of the oldest and best teachers in the county, who have attended every institute held here during the last seven years, pronounce it the most satisfactory work they have ever seen in the county. I mention this merely as an expression of intelligent teachers as to the plan of work. The youngest teachers were generally well pleased, while a few absented themselves because not enough attention was given, in their opinion, to preparing for examination. While this may suggest the advisability of doing some academic work in connection with the work on methods of presentation, as you suggested, I think it is a fact that those teachers who attend the institute for the purpose of cramming for examination, regard the end as reached when the certificate is secured, and allow the institute work to pass from their minds, and give it no further attention.

"The result of teachers' work during the last few days of our institute, has settled in my mind the question as to the value of the work we were attempting. The contrast between their first attempt and the later ones in preparing work for lessons on language and geography, was most striking. I was very much surprised at the excellence of the work prepared by many of the teachers, in a line to which they had never given attention before, and I shall be greatly disappointed if the results are not seen in the school rooms. I believe many of the teachers have quite a clear idea of the character of work in the different forms, of the requirements for passing from one to the other, and I think they will make some effort towards introducing the course of study during the year."

From Lincoln county, we hear this:

"We had the best and largest Institute this year of any ever held in this county. Almost every teacher is willing to try the course of study and I think half of our country schools will have it in successful operation before the year is out. I have had the teachers well supplied with the Manual, and most of them will make use of them. I am looking forward to a good year's work.

From Polk county:

"Prof. Thayer did excellent work and I am anticipating an increased efficiency in the work of the schools during the ensuing terms. I think this Institute has been remarkable in the regularity of attendance, the interest manifested by the teachers and the amount and quality of work. The only regret is that the Institute committee gave us but one instead of two weeks."

During the progress of an Institute in another county, the conductor writes:

"In some respects this is an excellent Institute.

Here are about twenty teachers, some young people who hope to teach, a half dozen ex-teachers, and a few citizens, who patiently come every day through the saw dust to the school room. They join earnestly in the opening exercises, respond readily to all questions and suggestions, and ask good questions.

Everything about the county seems meager, except the thirst for more knowledge. No one refuses to take part in the work, whether enrolled or not.

The customary intermissions here are cut short or omitted.

The last hour to-day when I took up the introduction of the Course, I called up two of the men and got a description of their schools so as to talk to their exact needs. No other hour has held all present so closely. Some of the people called this evening, and from their remarks I saw that the exact status of the country school as they heard it to-day was a new thing to them.

For some reason this is an easy spot to get close to the common school — it may be because there are no city schools in this county."

From Milwaukee county the conductors write:

"The attendance was larger than at any Institute ever before held in the county. We held prominently before the teachers the 'Manual of Course of Study.' I think the work selected by the Institute committee the best move that could have been made for putting into practical operation the Course of Study in the common schools.

"Our gathering numbered 70 *working* members, and the hearty interest in attempting to master the 'Course of Study' must be fruitful with good results in the immediate future."

From Wood county:

"We have just concluded the best institute ever held in the county, both in point of numbers and interest manifested. The course of study, as presented by Prof. Thayer, received the closest attention and the deepest interest throughout. It is hailed with delight by all our best teachers, and in it they see the means by which system can replace the present chaotic condition of our country school. It has infused me with new vigor as well as themselves, and I feel confident that we will pull together with a definite end in view and accomplish more and better work, by far, the coming summer, than we ever did in a term in the past. Of course we can all see that the greatest benefits are not to be derived immediately but in the time to come."

From La Crosse county, the superintendent writes:

"It affords me pleasure to be able to testify to the faithfulness of our teachers, their progress both in educational qualifications and methods of teaching, and the better general comprehension of their duties. A professional pride, and desire to excel, the effects of institute instruction, are producing a healthy influence upon our schools, and supplying us with better qualified and more efficient teachers. Two institutes have been held during the year. The influence of these was everywhere apparent in the school work of the past year. Very strong efforts have been made to secure the grading of the schools, but the results have not been all that could be desired. Seventeen schools of one department are reported as having adopted the course of study; many others are working in accordance with the course, and the results are very encouraging."

An esteemed correspondent who sends us the largest list of new subscribers that has been sent in by any one person, after speaking of his regret that a larger list was not obtained, adds:

"The chief objections made to the Journal were these. 'It is above us country school teachers, and does not contain enough that is practical; enough aids to every day school work.' 'It is designed for principals of high schools and school superintendents.' I only write this that you may know how the Journal is viewed by many of the country teachers of this county."

We were on the point of writing a paragraph upon the true office or function of an educational journal, when the following article in the New England *Journal of Education* of September 6th, came to our notice, and expresses so clearly and strongly our ideas and aims in this matter, that we give it entire. We have no disposition to repel or deny the truth of the criticisms for short-comings, but it is also fair that these should be made from the stand-point of the aim

and purpose of the journal. If these are at fault, or are weakly or intermittently followed, patrons have a right to complain. Here is the article referred to:

"At the close of one of Mr. Secretary Dickinson's admirable teachers' Institutes, in which the fundamental principles of good instruction had been ably presented, we overheard a group of teachers saying to each other, "This is all very well, *but how will it help us to do next Monday's work?*" The same complaint is constantly drifting in at our office, as a critique upon our methods of pushing educational reforms. Fifty thousand school-teachers of our country who should be reading our publications are not reading them, because they miss a specific direction for hearing the next lesson or doing the special work of to-morrow.

"Of course, we do not intend to neglect the important department of school methods of instruction, and constant suggestions in regard to the most vital way of handling the most petty detail in the school-room. Our new *American Teacher* will be especially rich in this department as our *Primary Teacher* has been in the past, and no copy of the *Journal* is deficient in valuable suggestions for primary and district school work. Some of our contemporaries seem to be working in the direction of this call, and come to us crowded with short paragraphs, carefully prepared to coach this style of teacher for the work of the coming day. Indeed, we are afraid that the majority of the 300,000 American teachers are of the sort who have not yet risen to the idea that instruction is anything more than a clever device or trick to get over the difficulty of a passing hour. In the view of this vast multitude, the office of educational literature and journalism is mainly to inform the teacher "what to do next," and the whole work of education is a hand-to-mouth arrangement for landing the schoolmaster on the hither side of a six hours daily wrestling with young America.

"Now we do not conceal from anybody our deliberate opinion, that this notion of school-keeping is essentially false, and is at the bottom of most of the evils that afflict our national school-keeping. The mother who tries to govern half a dozen children by coaxing, whipping, equivocating, and a general habit of getting over any difficulty by some new trick of discipline, will certainly land her offspring in a slough of demoralized manhood and womanhood, unless thwarted by a good Providence. Much more will the teacher certainly fail whose work is not grounded upon some intelligent conception of human nature, the operations of the mind, the immutable laws of growth in character, and the whole foundation story of ideas and principles on which every superstructure of methods and discipline must be reared. Whatever may seem to be the effect of the brilliant school-keeping which is a series of devices and inventions to meet the passing emergency of every hour, the failure is only a question of time. The only teach- that can be relied upon to bear fruit is that which is founded on a rational estimate of childhood, and a method of training character and faculty, and imparting knowledge in accordance with the divine laws and methods. Of course, this important knowledge may be acquired by the teacher in different ways. Many of the most successful teachers work themselves upon the true foundation through long experience and careful observation, with little help from the literature of pedagogics. But here, as everywhere, the wisest teacher is he who supplements his own experience by wide and thoughtful examination of the writings of the great educators of the world, and by the constant perusal of the best journals of education. The aim of our publishing house, in its different issues, is to place before the teachers of our country a correct picture of American education; looking far more to the stimulation of thought, and the information of our readers in all important matters concerning their work, than the consistent advocacy of any method or scheme, however worthy of attention. If we can make one more American teacher, every week, realize that school-keeping is the noblest and most difficult of all professions, requiring the highest qualities and the best possible grounding in fundamental knowledge of human nature, science, and life, our object will be accomplished.

"The weak point in our new methods of instruction is just here. So many of the uninstructed and immature young people who throng our Normal Schools and Institutes, and fancy themselves "set up" thereby for the coming year, have never awakened to the conviction that there is a science of education, and that

the best of these methods are only the successful effort of skillful teachers to apply everlasting laws and principles to special cases. Thus they go to their school-room, bristling with little devices and clever ways; all well enough as the bright invention of a thoroughly trained teacher, but are to go to pieces if relied on for the solid work of instruction and discipline. The inevitable failure of this shallow way of doing things, of course, brings down a new avalanche of denunciation of the new methods, and disparagement of Normal Schools. But the fault does not mainly lie here. Our Normal Schools, with all their faults, are leading our educational work; and the improved methods they have introduced, though often absurdly caricatured in the using, have wrought a vast and beneficial change in school life. The trouble is the same as appears everywhere,—when any set of incompetent people attempt to skim off the results, without going through the processes, and getting down to the foundation principles, of any work in hand. The great necessity of American school-keeping, to-day, is to get our 300,000 American teachers down to hard-pan, and break up the mischievous hand-to-mouth way of keeping school, so destructive to good education and such an outrage to children."

By chapter 325, laws of 1883, the state superintendent is authorized and required to prepare, publish and furnish courses of study to be pursued in the free high schools of the state. The law further provides that all such courses of study shall include instruction in the theory and art of teaching, and organization, management and course of study of ungraded schools. Whether instruction in these subjects in the free high schools shall be useful and interesting or otherwise, will depend very much upon the kind of instruction initiated, and the manner of the presentation. No teacher should for a moment forget that he is dealing with immature minds, and not with minds in their full strength; that such pupils can be most effectively approached, interested and instructed by being lead to observe and study their own habits, environments and needs, and from that stand-point to formulate theories and practices in the matter in question.

We can imagine a course wherein pupils shall be deftly led to measure their own powers of attention, observation, perception, memory, imagination, expression, etc., with no little degree of accuracy, make some considerable experiments in strengthening these, under guidance, and therefrom deduce lessons in fundamental principles and mental laws which shall be of value to them in their own study, and especially in their efforts as teachers to direct the study of others, and to assist them in making the most of the discipline and training of the school.

On the other hand we can conceive that a teacher may arrange to so present the dry bones of these subjects to classes that there shall seem to be neither form, comeliness, luscious flavor or practical value about them, and the only result shall be repugnance, and wonder at the stupidity which provided a place in the school curriculum for such useless and juiceless studies. We trust principals of free high schools will give this matter careful attention and see to it that no branches are more considerately treated than these under consideration.

C. E. Alder, of Eastman, Crawford Co., Wis., writes us that he has a complete set of the new series of the Wisconsin Journal of Education, 12 volumes, neatly bound and in excellent condition, which he desires to dispose of. As to their completeness and condition, he refers to County Superintendent J. H. Mc-

Donald, of Crawford Co. He offers them at $18, and thus affords some school or teacher a rare opportunity to secure a set of volumes which are becoming difficult to obtain; and which contain the best record of the educational affairs of the state of any publication extant.

A CORRESPONDENT sends us the following note. We wish that a dozen every month would write and tell us what is encouraging or discouraging them in their work. The JOURNAL, in its correspondence department, ought to be a medium of communication between teachers, organized on the basis of mutual helpfulness:

"PLATTEVILLE, WIS., Sept., 1883.

"It is with great pleasure that I inform you of the completion and occupation of a long needed addition to our school building. The addition occupies the north end of the original building, is of the same width and height, and twenty-six feet in length; is built of brick, and contains two rooms, a lower and an upper, one hall and a stairway. The lower room has a seating capacity of forty-eight, and is occupied by the primary department; the upper room has a seating capacity of forty, and for the present is used as a recitation room for the grammar department.

"One additional teacher has been employed to take charge of the primary department.

"The new part is substantially built, nicely finished and furnished with all the modern improvements in the line of seating, ventilating, and heating.

"Our entire building is now heated and ventilated after the most approved modern idea.

"A healthy public spirit in the line of education exists in district No. 4. which is an omen of still further advances in the direction of mental development and culture.

"I begin my eighth year as principal of the Brick school, with much to encourage and inspire, and am confidently looking forward to results, the most satisfactory of any since taking charge of the school.

PHILIP EDEN."

Another correspondent sends the following:

"STEVENS POINT, Wis., Sept. 10, 1883.

"DEAR SIR:—I mail you to-day the annual report for the school year ending June 30, 1883. Lack of time prevents me making any special report. I have only time enough to say that the schools of this city are gradually coming to a higher level; the citizens have been during the past year more interested in school matters than for some time previous. A class of nine, eight young ladies and one young man, graduated last June. Two will pursue their studies at higher institutions of learning, one going to the State University and one to the Milwaukee College, and two will teach in the county.

"The schools are in excellent condition. One Intermediate Department has

been added, and the outlook for the coming year is hopeful. We have added several experienced teachers to our list so that now we flatter ourselves that we have a teaching force equal to the average.

F. W. COOLEY, City Supt."

THE normal school at Platteville opens with 150 in the normal and 35 in the preparatory department. At Whitewater, with 199 in the normal and 37 in the preparatory department. The model schools at both places are full. It may be proper to say that the preparatory department, so called, receives all who fail to pass the entrance examinations in one or more branches, but who expect to enter the normal department soon. Tuition is required for instruction in preparatory departments.

HURRAH for the "golden spike" in the Northern Pacific Railroad! Teachers and pupils of our public schools should know something about it. The September *School News* (published at Indianapolis, Ind.) contains a full length map of the Northern Pacific Railroad, accompanied by a historical sketch of its construction and a graphic description of the great Northwest through which it has been built. The October number will contain a full page illustrated article on the Yellowstone National Park. Every school should read these numbers of *The School News*. Single copies, 5 cts. Per 100, $3.

BY a note received from Ed. McLoughlin, county superintendent of Fond du Lac county, we learn that he arrived home from his foreign tour Sept. 18th, and immediately began holding examinations of teachers. He reports having had a very enjoyable time, and we trust his health has been fully restored and confirmed. Of this, however, we are not informed.

THE numbers of *The Living Age* for September 15th and 22d contain France and England in Egypt, and France and Syria, *Fortnightly;* The Locust War in Cyprus, *Nineteenth Century;* Across the Plains, *Longman's;* King Mtesa, and The Belka Arabs, *Blackwood;* Two Turkish Islands To-day, *Macmillan;* Moruca; or a few days among the Indians, *Month;* Earth Pulsations, and Winter Life at Fort Rae, *Nature;* Unclaimed Money, and the Southampton Artesian Well, *Chamber's Journal;* The Pathetic Element in Literature, The Closing of the Scottish Highlands, and a Summer's Day's Journey, *Spectator;* with "Master Tommy's Experiment," "Town Mouse and Country Mouse," and instalments of "Along the Silver Streak," and poetry."

For fifty-two numbers of sixty-four large pages each (or more than 3,300 pages a year) the subscription price ($8) is low; while for $10.50 the publishers offer to send any one of the American $4.00 monthlies or weeklies with *The Living Age* for a year postpaid. Littell & Co., Boston, are the publishers.

"SEPTEMBER 6, 1883.

"DEAR JOURNAL:—Your last contains a request for some one to send the meanings of a certain list of words, and to show my appreciation of its service to me I hasten to comply. M. E. B."

"Amphiscians, Antiscians, Ascians and Periscians have the same Greek root, signifying a shadow.

"*Amphiscians:* Inhabitants of the tropics who cast a shadow toward the north at one season of the year and toward the south at another season.

"*Antiscians:* Persons living on opposite sides of the equator whose shadows fall in opposite directions at noon.

"*Ascians:* Persons living in the torrid zone who at some season of the year cast no shadow at noon.

"*Periscians:* Inhabitants within a Polar Circle whose shadow must at some portion of the summer move entirely around and fall toward every point of the compass in one day.

"*Periscians:* Inhabitants of the opposite sides of the globe on the same parallel of latitude.

"*Antipodes:* Persons living on the opposite side of the globe and whose feet must therefore be opposite to those on this side.

Another correspondent, after giving substantially the same explanation, adds:

"In addition to the question might be given another word, the Heteroscians or Heteroscii, inhabiting the temperate zone and having their shadows always one way at noon-day."

PROF. L. C. WOOSTER, formerly connected with the Whitewater Normal School, goes to Eureka, Kansas, as principal of the public schools the present year, instead of to Indianapolis, as stated in the JOURNAL last month, and has already departed with his family for the place of his future labors.

THE State Superintendent has made the following appointments of visitors to the several normal schools for the present school year:

PLATTEVILLE: H. S. Magoon, Darlington; A. F. North, Pewaukee; John T. Flavin, Watertown.

WHITEWATER: Wm. T. Price, Black River Falls; Wm. H. Beach, Beloit; Ed. McLoughlin, Eldorado Mills.

OSHKOSH: S. D. Hastings, Jr., Green Bay; H. G. Winslow, Racine; Wm. B. Minaghan, Chilton.

RIVER FALLS: Wm. H. Rosenstengel, Madison; Carroll Lucas, Menomonie; J. T. Lunn, Ironton.

THE two University papers, *The Badyer* and *The University Press*, both appear promptly, are neatly printed, and indicate improved attention in editorial management. Both should receive liberal support, and be encouraged to aim at such excellence as to make them indispensable and highly creditable to the University.

THE high character of *The Popular Science Monthly* is vigorously sustained by its October issue. Of its fifteen articles there is none which will not repay careful reading, and from which something new and valuable can not be learned. The present number completes a volume, and affords a favorable time to subscribe. The *Monthly* is a kind of scientific book that will be permanently valuable, and this is wherein it differs from most of the other magazines.

New York: D. Appleton & Company. Fifty cents per number, $5 per year.

THE forty occupants of Ladies' Hall, in the State University, manifest entire satisfaction with the rules lately put in force in that building. From 2 o'clock to 4 P. M., and 7 o'clock to 9 P. M., each one is expected to observe as study hours. The hall is closed at 11 P. M. The Reception Rooms will be open from 4 o'clock to 6 on Saturday afternoons. The young ladies have been granted the privilege of determining whether there shall be an evening, as well as an afternoon for reception each week, but so far the sentiment prevails in favor of an afternoon only.—*Badger.*

THE *Century* and *St. Nicholas* for October are both at hand. Each number of *The Century* is a volume by itself, and everybody knows that each issue of *St. Nicholas* is a "thing of beauty," and therefore, as well as for its contents, is a well-spring of joy to every youth. Now is the time to renew old or begin new subscriptions, at $4.00 and $3.00 respectively. Address The Century Co., New York.

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WISCONSIN

JOURNAL OF EDUCATION.

VOL. XIII. NOVEMBER, 1883. No. XI.

TRAINING THAT EDUCATES.

An Address delivered November 18, 1882, at Lancaster, Pa.

BY COL. F. W. PARKER.

Night before last I heard at regular intervals the hammer of the tester on the iron wheels, trying them to see if all was right and the train could safely move on to the terminus of the line. I think it is well for us to test the wheels of the car of progress in the same way, to see in what condition we are, and whether we can move on safely toward the future.

Our forefathers founded this republic upon the basis of a common school for every child. The scheme was grand in conception, because new. It had never been tried before, and has never been tried in the same way since, except among us. The boasted schools of Germany — as good as our own — are not free in our sense of the word. They are stratified according to the gradations of society, and are intended and constructed for the foundations of monarchy. Our free schools, where the children of all classes are brought together on one level of equality, are the proper foundation for republican institutions. Only where the organic life of a people flows freely from the lowest to the highest is there a true free school; and our fathers builded "better than they knew," when they laid this grandest foundation of free government.

The reformer who decries or ignores the past makes a mistake. Only by inheritance have we the wherewithal to build. There is a true conservatism which takes what the past has created, and on it builds the future — it is false and spurious conservatism that holds fast to whatever is old *because* it is old, and consequently fails to grow.

Now, our schools demand that their 300,000 teachers shall be trained, skillful workers. Where shall such be found? Suppose that to-day there should be a popular demand for a scientific road-builder in every township, how would it be met? Why, there would not be enough competent men in the whole country to supply one state. So it has been with the schools; trained teachers could not be found and we were obliged to take them untrained; and noble work these honest-hearted workers have done.

The normal school plan was a progressive step, in that by it the state recognized a science of teaching; but the conditions were very limited. The pupils of necessity had to be taken largely as they came up from the common schools; their academic qualifications were poor, and the normal schools were obliged to spend the time upon the common branches, which should have been given to scientific training; and so the pupil is not much more than prepared to receive the philosophy of education when he leaves the normal school to become a teacher. I have seen normal teachers who responded to criticism or suggestion with that smile of superiority which is so blighting to a modest man, and which told of their confidence in their ability to cover the whole ground of any given subject, and put it in a diagram form on the blackboard in fifteen minutes. There are such teachers and such normal schools: schools which develop a self-confidence and self-conceit that simply puts a barrier between the teacher and knowledge by making him believe that he knows everything. But the best outcome of the true normal school should be the attitude of its pupils toward knowledge — an attitude of humility before the grave responsibilities of a teacher — a spirit that says, "I *don't* know, but I *want* to know," and with steady work, and prayer to God, and realization of immortal destinies committed to their care, "work out their own salvation with fear and trembling." The normal school which

develops such a spirit is doing a grand work; but if, instead, it fosters self-conceit, its pupils are injured irreparably.

There is a marked line all along the course of history between those who followed tradition and those who followed science. The history of medicine is a marked illustration. Before the time of Harvey, there was only tradition, and medicine was mere empiricism — it was "hit or miss," chiefly miss — but after the discovery of the circulation of the blood, scientific methods were evolved with the grandest results. In other directions the same progress has followed the introduction of scientific methods. In the last forty years, thought concretely expressed in machinery, has revolutionized the world. Now you ask, why has not the application of the science of teaching produced like changes in our schools; for that it has not, will be generally conceded. I will not stop to argue that there *is* a science of the development of thought. Of course we do not claim that it is an *exact* science — all the mental laws have not been discovered; this, however, is true of every science — none is complete.

I have not time to quarrel with those who say there is no more than a philosophy of teaching. But there are certainly some principles upon which we all agree who have given thought to the subject. What changes would be brought about by the application of these principles, and the consequent change from traditional to scientific methods? Is it not fair to expect that they would be analogous to the progress of civilization in other directions? — analogous, not identical; for we cannot expect results so quickly. Why? Because when an Edison or a Howe, by years of study, has perfected a mechanical invention, it is at once ready for everybody's use; but with teaching it is different — the science must be discovered by each individual teacher who is to apply it, so that instead of one Howe or Edison, we must have a host of great inventors. It is not strange, then, that our progress is slow; and when all is considered, we have done well. But what of the future? Let us apply a test or two.

We will take a principle upon which we are all agreed — one that was formulated by old Comenius — "Things that have to be done should be learned by doing them." In the mechanical world the principle is applied. We do not keep an apprentice studying the

theory of shoemaking or house-building for the whole term, and then send him out to make shoes or build houses — he learns to do things by doing them; but how is it in the schools? Why, we have been forty years inventing ways to have children learn to do one thing by doing something else! Do you think I exaggerate? Let us see.

In teaching arithmetic, we teach not the science of numbers, but figures. Go into any average school and ask to be shown a number, and the child will go to the board and write a figure; ask for a fraction, and he will write "$\frac{1}{2}$" — which is no more a fraction than the word "hat" is a hat. We teach figures, and the bright children apply them to numbers. I have given to pupils who had been nine years in school this example:

I have a cord of wood, sticks four feet long, to be cut into three lengths for a stove for which I pay $2; if I want another cord cut into four lengths, how much proportionately should I pay?

And they with edifying unanimity answered 2.66\frac{2}{3}$ which is wrong, of course. If I pay two dollars for two cuts, three cuts are worth three dollars; but the children *didn't think* — they used figures.

Then we teach what we call English grammar. Now there is such a thing as Greek grammar, and Latin grammar, and German grammar; but there is no science of the English language worth mentioning (since William the Conqueror smashed the Saxon), and what there is can be taught to a high school pupil in a week or two. But some man unfortunately tried to make an English grammar on the Latin plan; and ever since they have been making it more and more complicated, and we have gone on teaching what is called English grammar, and pretend to teach the child to "speak and write the English language correctly" — we all know how it does it. Here again directors are paying millions to teach children to do one thing by doing something else. What shall we do about it? Why, apply our principle: Let the child learn to talk by talking, and to write by writing, and to compose by composing — that is all.

The great object of the schools should be to train their pupils for work — real work; and you can't do this by trying to learn one thing by doing something else — there is no life in that, and your

scholars become dull, and you try to stimulate them by emulation, and don't succeed any better than the man who tried to feed his horse on sawdust. The outcome of your artificial methods is a class of young people who are beneath — not above — manual labor, and are chiefly anxious to find places where there is not much work. Why? Because you never taught them to love work — you made work drudgery. Try the other plan. Set them to doing real things and see what life, and soul, and energy and power there will be in your school-room.

The crying want of the time is men and women who can *do*. Daily there come to my desk applications for teachers, principals, superintendents, offering large salaries — and I cannot fill them. The great railroads find the same difficulty in filling responsible places. Why? Because our youth are fed on unsubstantial seeming instead of real things, and have never been taught to work. We have all seen the young man come from college clothed in all the panoply of words, and at the first spear-thrust of reality the armor falls away and leaves him naked before the world.

Now, the science of teaching regards the school as a workshop where the child shall be trained to work, to *love* work, to work systematically and intelligently; so that whether he manages a railroad, or builds a house, or saws off the limb of a tree, he works with brain as well as hand. Is not that "practical?" Try it, gentlemen directors, and see the results.

Pestalozzi, whose name has become immortal, was not a highly educated man, but he discovered a mighty secret. Dissatisfied with the social and moral aspects of his country, and finding that the sword promised no remedy, he went to the root of the matter, and found it in the faulty education of the children. They went to school and learned the catechism, and recited words out of books, and that was all. Then he wrought out this great discovery—"*Things must come before words—thoughts must come from live things.*" By this discovery he did more for Europe than any other single man, simply by teaching children to use their eyes.

Have we profited by that discovery? Do you always teach *things* before *words?* Suppose when you open your schools next Monday morning, you write that one sentence, "Things must come before words," on your blackboard; try not to violate it for one

day. If you succeed, you will seem to have passed by one great leap into a better world; you will be happy men and women, your pupils will be happy children.

"Things before words—facts before generalizations." How are these principles recognized by the text-books? We open a geography, and in the very first sentence we find a definition—a generalization; and so it goes on, page at a time. The child learns all this—learns the words, and works his jaws in repeating them, and they mean nothing whatever to him—happily Providence has ordained that he may forget them easily. Before he can reach those definitions understandingly, a long process must be gone through, but the *book* gives the definition first. I went into a school one day and put the question — "Children, did you ever see a peninsula?" No, they had never seen one—seemed to think it unreasonable to ask them, as if one ought to be about a hundred years old to see such a wonderful sight—and yet four-fifths of them were born on the beautiful peninsula where the school-house stood.

So directors are paying their money for the teaching of mere empty words, that pretend to describe things, when we ought to show our children the things themselves. We teach in this way simply because it is the traditional method—like the man who carried his grain in one end of the bag and a stone in the other to balance it, because his father and grandfather had done it, and what was good enough for them was good enough for him, and he "guessed he knew his own business, and nobody should teach him to carry grain to mill."

Another principle: *The mind grows by its own activity, and in no other way.* We can only assist; we cannot make it grow. How do we recognize this fact in our schools? I remember when I was a young teacher how I used to explain everything and how I explained most what I knew least. I used to explain divisions of fractions very lucidly when I didn't understand it — and I never did understand it until I learned with actual things. All this explanation is simply depriving the child of his chance to grow. The best expression of mental activity is when the child says "Don't do that for me—let *me* do it." The more we pour in, the weaker they become. What we want is to develop power—yet we do their work while they sit helpless.

Would you train an athlete by lifting all his burdens for him, and then send him forth to win the race? Why do the same thing for the child's mind? You now understand why I say that the only true arithmetic would be one that should have neither rule, explanation nor definition in it.

The thing that is near is the thing to teach. You sometimes hear a teacher complaining that she can do little or nothing because she has no apparatus. This is another of the chains of the old education. Have we not pebbles, and shells, and leaves, and flowers, and the free skies? If there is absolutely *no* apparatus, save the ordinary country surroundings, these are enough for the true teacher. The good teacher is the one who appreciates the value and feels the power of the *near;* for out of the seen the unseen must come. To be sure, some will say, "We are opposed to this—these new-fangled ways are all bosh." Yet they ride in the cars and have the electric light before their doors; they are progressive in that line of applied science; but they fail to perceive that the science of teaching applied would produce commensurate results. They say, "Those things are practical, but these educational theories are visionary." Yet the things of which we are most ignorant, as regards the teaching in our schools, are, the air we breathe, the water we drink, the food we eat, the clothes we wear—in short, that which touches us most closely on every side. The true teacher, the one who is trying to learn to teach, uses these things; and so the thought of God in nature becomes the thought of the child—and the revelation of God in nature works out through the child a true civilization.

Work can be made attractive. For great success, the worker must *love* his work; it must not be drudgery to him. Give the child real things, and he will love to work, and you will not need the ratan and the ferule, nor the compulsory truant law, nor yet undue stimulus of emulation. I do not believe in compelling children to go to school, unless you have something good and pleasant there for them; and if you have that, the attraction makes compulsion unnecessary. I have to deal with some of the poorest children to be found anywhere; yet in the very slums of ignorance and poverty and superstition they make me welcome; the children are all our friends because they know we bring them good. And

this is the glory of our work that we are trying to make of these children, notwithstanding such surroundings, men who will be an honor to the republic—voters who cannot be bought for two dollars apiece.

And we are doing it! I tell you, teachers, that real teaching eliminates the bad boys and girls — they are all good. Under such teaching, goodness takes the place of vice — all good teaching develops moral character. On the other hand, all bad teaching has an element of immorality in it; we have seen that it unfits for work, and idleness means vice. I believe that the teaching of the lowest primary schools, if well done, is the highest work on earth.

And now, teachers, shall we not begin to do well, and apply these principles to our work? If we and our successors would do this, in a century there would be a revolution in the intellectual and moral world greater and more beneficent than the physical one of which we have spoken. Shall we not do it? The work cannot be done quickly, but we can do our share in laying the foundations of a glorious future.

What are the chief obstacles in the way of reform? I believe that there is no class more earnest and faithful than teachers; and from what I have seen in your state, I am not sure but Pennsylvania teachers lead the van; but my clients are the children, and through them the future of the Republic, and in their interest I must speak the whole truth — and the truth is, teachers, that *the greatest obstacle is in us.* By our clinging to tradition, and our self-conceit, we too often bar knowledge out of our minds. We should pray against the tendency to hold on to worn out devices, and for humility to feel that life is too short to learn all about teaching. If you would go into the schools next Monday with such a spirit, work from fact to theory, and from theory back to practice, what growth would follow! But too often our attitude toward knowledge is wrong — we think we know, when we don't.

Sometimes the superintendent is an obstacle. When he comes to examine he must have just so much — it is all measured off — he comes, asks the regular questions, they are answered, and he goes away, and it is all right. Now any examination that does not test real teaching, or does not help the teacher with the children, is worse than none. I know how difficult it is to find men and

women fit to supervise schools; they must know how to teach — how to *show* the teacher what to do — how to put the standard within reach of honest work, but beyond that of stuffing or cramming.

Directors often stand in the way of progress — they, too, think they know when they don't. My friend C. F. Adams, a man of fair education and pretty good family, made quite a discovery when he found himself unfit to supervise schools — many never find it out. I have known directors who had once taught two or three months, and knew all about it. They are the kind that come in every now and then to examine the schools, they always ask the same questions, and after the first time they are always answered; and when the superintendent comes round, and thinks the teacher below the mark, he says: "Oh, no! why, the pupils answer every question I ask them!" Such people may know a good deal about business, but when they can diagnose and prescribe for a case of typhoid fever without special education, then I would trust them to examine and grade teachers — and not before. We had some bitter experience of this kind when the civil authorities undertook to manage the war. There is only one sensible way for directors to treat this matter; find a man or woman who knows the business, give him the teachers he wants and the means he needs — and if he don't get results, turn him out, and find one who will get them.

But sometimes it seems as if the schools were made for the teachers, and not for the children — and we find all the places filled by the directors' "sisters, and their cousins and their aunts." These same gentlemen, if they wanted a superintendent for a factory, would send to Europe, if necessary, to get a competent man; but when it is a question of trusting to somebody the development of our children, the selection is made because some young girl finds it convenient to make five or six dollars a week.

The people themselves stand in the way, when they fail to elect proper persons as superintendents and directors, and carry their offices into politics. Now, if you must have corrupt congressmen, and legislators, and governors yet awhile, I suppose we can't hinder you; but, for heaven's sake, keep the interest of our little children from contact with dirty politics! When you help to elect unfit

school officers you vote against your own children, and help to perpetuate evil for generations.

And now, teachers, I must leave you, but my last word is, pray and work, that you may understand the great art of teaching; have courage to apply all you know, being always ready to learn better; take advice; profit by criticism; say what you think. Magnify your office. I am a teacher to-day for the same reason that I was a soldier twenty years back—because I believe that the problem of the education of the people is the great problem of the time. Learn all you can, and teach it to the little ones, and you and they will be happy.

YOUNG TEACHERS AND THEIR CALLING.

BY MRS. D. L. WILLIAMS, DELAWARE, O.

I use the term "young teacher" in its ordinary acceptance,—one with little or no professional experience; and to make what I have to say practical, I have chosen to discuss our duty to them, rather than their duty to themselves. Concerning the latter, we have been reasonably faithful in advice and expostulation, but, possibly, we have failed to bestow some things within our gift more valuable than even good advice.

And, first, let me say, it is the duty of such teachers as have advanced pupils, those who now are, or intend soon to become candidates for teachers' places, to show them a well managed and well taught school. Probably there was never a young teacher who did not take one of his instructors as a model. I am sure this is eminently true of girls, for they have not the originality, or bravery, or recklessness—call it what you like—that young men have. They follow their pattern; usually without asking why. Too often they imitate, even to caricature the most objectionable features of their model school, because they are the most striking. I recall at this instant a most ludicrous example of such imitation. A teacher of experience and fine reputation had a class of restless five-year old infants, just passing through the initiatory discipline of school-life. Two of these babies, a little more restless and irrepressible than the others, by accident sat one behind the other. When, on one occasion, every expedient to secure and fix the at-

tention seemed to have been exhausted, the teacher took from her pocket a handkerchief, put it loosely across the mouth of the front boy, and gave the corners to the rear boy to hold. This was to last five minutes, the children meanwhile to look directly into her eyes while she told them a story. The surprise, the novelty of the situation, the earnestness of the teacher, the interest in the story, all contributed to make the device a success in *her hands, for that one time.* A young girl, with no experience, had an adjoining room full of five-year old babies, too; and was at her wit's end in their management. Accidentally, she saw the experiment I have narrated and its success. Her active mind hastened to the conclusion that an excellent teacher would have excellent methods, and this would be one of them. So she supplied herself, with handkerchiefs, napkins, and so forth, and the next day a chance visitor found nearly half of her fifty infants holding the heads of an equal number, all playing horse with the greatest delight, and evidently wondering at the exceeding good nature of the teacher in furnishing them the occasion and appliances for so much fun. At the close of a dreadful day, the wearied girl dejectedly reported to her colleague that she did not know how it was, but that plan of keeping children quiet did not work well in her room.

Examples of unthinking imitation are never more conspicuously absurd than in what are called "development lessons." Instead of leading, by reason or analogy, to the appropriateness of the terms under consideration, we have such unqualified nonsense as this: "What do you put your clothes in, when you go to see your grandmother, in vacation?" "A trunk." "Yes, and therefore this is called the elephant's *trunk.*" "What do you pass over in going from Cincinnati to Covington?" "The bridge." "That is correct, and this is called the *bridge* of the nose." "What do you wear around the neck in cold weather?" "A comforter, a tippet, a scarf." "*Scarf* is correct. This is therefore called the *scarf*-skin." "When your mother pours your tea into the cup, until it can hold no more, what do you say the cup is?" "Full." "And when she cuts the bread, what is there on the the table." "Crumbs." "You are right. This, therefore, is the *fulcrum* of the lever."

Verily, in such teaching as this, *Philosophy* and *Confusion* have

met together; *Reason* and *Imbecility* have kissed each other, and yet the unthinking, imitative young teacher thinks she is following her model exactly.

It is true that the machinery of the ideal school is so placed that the most interested observer does not discover all its secrets; but a spirit of promptness, of gentleness, of thoroughness, and of justness, will so impress itself upon the attentive student, as not only to build his ideals, but, by molding his character and quickening his aspirations, to enable him to attain to these standards.

I recall with great vividness, as no doubt each of my listeners does, the one who, of all my teachers, impressed me most deeply. Girls of thirteen, just opening their wondering eyes upon the mysteries of life, curious, ardent, impulsive, are impressible subjects. This little, thin, nervous woman, knowing her opportunity, obtained such perfect control of us, by making us her personal friends, often her confidential advisers, that she did not need to speak to be heard. We should have been consumed with shame not to have been aware of the significance of every look. Were we not her most intimate friends? And did not friends understand each other? We imitated her walk, her speech, her manner.

There were no songs like those she sung, and the accordion, with which she accompanied her voice and ours, was a present realization of the harps promised by our Sunday School teachers in the future. She impressed us with her zeal, her large charity, her piety. I hoped then to teach school some day like her, and all through life her spirit has been an inspiring presence. As I look back upon the school, I see that we did things in very old-fashioned ways; but the spirit of the teacher and of the school is, after all, the main thing — of infinitely more importance than any of the little devices which are so often magnified, and then dignified by the comprehensive term, *method*, a term almost as much abused as that other long-suffering term, culture.

Second.— It is the duty of those instructing young persons, having found which of their pupils expect to teach, to make them the especial objects of their professional attention. More assistance in preparation for teaching, than appears at first sight, can be given those who desire it, in a high school, or upper class graded school, and no other pupil suffer any loss. President Gilchrist, of the Iowa

Normal School, is reported to have said, at Atlanta, last year: "The *teacher* needs a deeper comprehension and a more critical mastery of the subjects taught in the schools, than those who are to enter the ordinary business of life. The scholarship which answers the demands of the one, will not meet the demands of the other." This seems too nearly self-evident to need any enforcement; and since this is true, the teacher of the class containing candidates for teachers' positions, can easily give important help by reserving the most searching questions, the most difficult analyses and explanations for them. He can constantly press them a little beyond the necessities of the class in general, if by no more than an incisive question or a suggestive one for future answer, or a solution or analysis to be presented at some other time.

Much assistance can be given these pupils by giving direction to their reading. Books on the art of Teaching and School Management can be suggested, and incidental conversations held as to their contents. The old files of educational journals can be loaned, and current numbers used to excellent advantage. There will be occasional opportunities for discussion of subjects treated, and so interest and thought developed. In a press of work such pupils can be allowed to hear a class, the teacher informing himself, as he may be able, of the degree of success, and giving needed criticism. In a large school very profitable use can be made of capable pupils in this way, if the teacher is careful to review the class on the lessons gone over by the pupil-teacher. They can put work on the board, look over slate-work, mark spelling papers, and render assistance in many ways, at the same time getting profitable practice for themselves. In the absence of a teacher, such pupils might be allowed to act as substitutes, and so get a further trial of their ability. Marked failure might effectually discourage the weakest ones, and relieve all parties from further embarrassment.

I recall with what anxiety I studied, in our village graded school, the last winter before I was to make the attempt to teach. I had an enthusiastic teacher, who knew all his pupils and tried to meet their individual needs. He first loaned me Page's Theory and Practice of Teaching, then a new book, one of the first of its kind, and as good perhaps as any of its successors. At any rate, it has

always been a rare book to me, for I pored over its pages till I learned them, scarcely dreaming that any of the statements were any less authoritative than those of Luke or Paul. He gave me two classes of pupils, alternating with himself. He advised me as to the classes I had best enter, and often allowed myself and a class-mate, who was also preparing to teach, and is still teaching, to remain a little after the close of school, that we might go critically over some analysis, explanation or demonstration. All this was done for us amid the cares of a school containing a large number of classes, and in a fight against disease which finally terminated in his death. No other member of the school was poorer for the help given us, I am sure, and we were certainly much richer. After an experience of thirty years, I still feel gratitude toward and reverence for the man who, in one of the crises of life, was so true and wise a friend. It is a serious matter, that one be written down as in a book, in the memories of hundreds, even thousands of pupils who pass under his instruction, for the study and criticism of a life-time. To give, in this retrospection, only pleasure, and receive, only reverent affection, is as rich a monument as any teacher should desire.

Third.—Examiners of teachers are the representatives of the people, and are appointed to promote their interests, as against incompetent candidates for teachers' positions. They are expected to protect the communities which they severally represent against loss of time, of opportunity, and of money in the schools. They are intrusted with the most sacred interests a people can have, and there can be no possible justification for a conference with their own personal feelings or friendships, or for a moment's counsel with their own political prospects or ambitions. Their only question should be, does this person come up to the standard of requirement? Any other course multiplies their already perplexing duties. If, from sympathy or favoritism, one incompetent person is allowed a certificate, immediately a half dozen of his friends, who did not believe he could pass the Board, but know if he could they can, determine to present themselves for examination. The embarrassment of the examiners in either accepting or rejecting these candidates is much greater than it would have been

in rejecting the first one. To accept them breaks down all standards; to reject them is, in the light of the precedent, manifestly unjust.

Then, again, poor teachers in the schools reproduce themselves. A large proportion of the teachers in the country schools come from the country schools. They come to their work bearing the impress of the hand that has been upon them. The county examiners of the state will justify the statement that a large proportion of the young candidates have little technical knowledge, have scarcely any general information, have no intellectual grasp or discipline, and are absolutely without general literature. How does it come about that pupils who have been trained in schools for even three months in the year, until eighteen or twenty years of age, have so little power to think, to compare and conclude? "What is the distance from Washington to Paris?" "About 50,000 miles;" never dreaming that the circumference of the earth would reveal the blunder. "What is the population of Ohio?" "200,000;" never for an instant considering the population of Ohio's largest city. "To add fractions, add the numerators for a new numerator, and the denominators for a new denominator." "Shall we continue in sin that grace may abound?" "*That* is an adjective and limits grace." "*That* is a relative pronoun, its antecedent is sin; it is in the objective case, object of '*shall continue.*'" "*That* is an adverb of cause and limits *may abound.*"— I copy from a pile of examination papers before me, and any set of county examiners' papers will reveal more or less of this same utter absence of thought. How is this heedless, helpless mental condition possible? The educational structure of these minds is like Mount Zion's temple in its destruction,—not one stone rests upon another. No item of knowledge is made the basis of or step towards any other item. There is no co-ordination, no system; and so no clearness nor certainty. How does it happen that where there should be an orderly unfolding, and a strong and systematic building-in, we find only this chaos? These young people have not had teachers. It is not that they are stupid, but they have not so much as heard from their instructors that there is anything of clearness, or certainty, or system, in education. They come up to examination, often the best of their classes, thinking that they are

quite considerably educated. They should be regarded more in pity than in anger, but to license them to teach will insure another generation of similar candidates, and so on to the end. The only way to stop the stream is by brave and persistent action to annihilate the fountain. My hearers all know that if every country school, as well as graded village and city school, could be supplied with a competent, zealous teacher, how naturally and necessarily all of them would supply themselves with good teachers.

This firmness of rejecting incompetence is not only a duty to the community, and to the unworthy candidates, but to the carefully prepared and worthy applicants, and to the competent, laborious teachers who are honoring themselves and their work. Foolish and ignorant school directors often manage their schools, as the commissioner builds his bridges, or as the State feeds its convicts—they are let to the lowest bidder. To be sure they are not as explicit in the terms of the contract as the commissioner, or the prison director; for the veriest novice knows that if a bridge be built badly, the cheat may result in loss of property, possibly life; that poor beef and adulterated coffee may be furnished the convicts at the price of a fair quality of food; but it requires a wiser man to know that not every school is a school. Is it not certain that any person who can read can teach any other person who cannot? And so of writing, and of the "sums." No failure can be possible while the spelling is all in the book, and the copies are all printed, and the arithmetics have all the answers at the back. "Our children are not very far advanced and we do not need a teacher who has been 'off to school.'" And so by favor of the examiners the really worthy teacher is left without a position, or must teach for the same that some boy or girl who can be spared temporarily from farm or dairy, and who has no claim on account of scholarship or special fitness, proposes to teach for. Underbidding incompetence should have its feathers plucked in the earliest attempt at flight. The young teacher who has made conscientious and laborious preparation, has a right to the protection which a just and firm Board of Examiners, and they only, can give him.

Fourth.—Persons who employ teachers, as superintendents and directors of schools, owe them an important service. Experience seems to prove that it is wisest to employ inexperienced teachers

on trial, with prospect of continued service and advanced salary, if successful. It seems to be much better business management, more just, and more satisfactory to the teacher. It does not appear just that one teacher should have a given amount of pay merely because another has that amount, irrespective of the quality and amount of work accomplished. It is easier, it is true, to let a position draw a fixed salary, without regard to the occupant because it saves directors the labor and embarrassment of deciding upon the relative value of the services rendered; but it is not the way to inspire to the best effort. I know, from personal experience, how extremely conducive to exertion and self-respect is an advance of wages from $1.25 per week to $1.50 per week! Pecuniary advantage the result of faithful work *only*, has in it an excellent moral lesson, which will not be likely to be lost on a young person just making a first fight with the world for self-support.

Lack of permanency of position in the country schools is regarded as a great evil. It is perfectly practical to avoid many of these changes, and a constant tide of inexperienced teachers, by a judicious selection, and proper oversight and encouragement. A scale of increasing pay with increasing experience and success, would be a strong inducement to remain in one place, and a custom once established of paying more, even were it but little more, to teachers holding a first grade certificate, would be a wonderful incentive to study. We may reason that there should be a higher motive, but the best of us never get above honorable pecuniary considerations.

Again, directors and superintendents should inform themselves of the character of the work of the young teachers in their employ, that they may speak to them frankly of its faults, with such a seasoning of commendation as it deserves. There is, probably, no teaching so bad that nothing can be found to commend, and none so good that no improvement is possible. The most self-reliant one of us all is not insensible to the opinions others hold concerning us, even when we feel confident that we are right. But the young teacher does not feel this confidence. Often his anxieties unfit him for doing his best. An assurance upon some points would enable him to concentrate his attention upon the weakest places, if pointed out to him. And then the sense of

being watched over, cared for, appreciated. The assurance of a friend in an emergency is a tower of strength in these early professional experiences.

Further, these directors or superintendents should, as soon as possible, determine whether the candidate has the primary elements of succes. If these, self-control, love for children, vivacity, promptness, perseverance, and, above all, perhaps, health — if all or most of these be lacking in the fibre of the character, there is so little probability of success, at best, it is so remote, and so much time and material must be sacrificed to obtain it, that it is best for the directors to make another trial, and advise the would-be teacher to enter some other occupation. To delay complicates the difficulties, with no corresponding advantage.

Fifth.— The profession in general owes a duty to the young person entering it, in the professional spirit. He has a right to the recognition and encouragement of teachers of experience and standing. It is said in praise of Longfellow, that no young writer left his presence with wounded ambition. He was wise enough to know that the world would be none too rich if all its real talent was developed to the utmost, and any fancy genius, or spurious achievement would die of its own inanity. We all recall how heavy were the anxieties aud labors of the first years in the school-room. Professional sympathy, if not ordinary kindness of heart, should lead us to impart any plans or methods which our varied experience and maturer years, lead us to believe would be of service, to give such words of encouragement or caution, or criticism as will be received in a kindly spirit, and be valuable to the recipient. "Give to him that asketh of thee, and from him that would borrow of thee, turn not thou away." We have no patent upon our philosophies, or methods, or plans, that will justify us in concealing them from any one who can understand and use them. Our work is one, and all we are brethren. The strength added to any part, strengthens the whole structure; the honors conferred upon any man honors the brotherhood. There is nothing more short-sighted and despicable than petty rivalries, and jealousies, and heart-burnings, in this great educational field. If any persist in exhibiting towards us a hateful temper, Nehemiah's answer to his enemies should be ours: "I am doing a great work so that I

cannot come down; why should the work cease, whilst I leave it, and come down to you?" A sweet, broad-minded, benevolent spirit will not fail favorably to impress the young teacher over whom we have influence, with its beauty and its necessity.

Much can be done to develop a professional spirit in young teachers, by inducing them to attend teachers' meetings; and by seeking for them such places on the programmes of exercises as they may be able to fill creditably to themselves, and acceptably to the hearers. By such attention and encouragement, the best that is in them will be developed, and, if that best is not worthy of recognition, its own gravity will quietly sink it out of sight. Every young teacher should be encouraged to subscribe for a teacher's journal; one which is a recognized medium of the best educational thought and the freshest educational news of the day. He ought to be instructed that the best is the cheapest, and assisted in determining which is the best for his special needs.— *Ohio Educational Monthly.*

PENMANSHIP IN PUBLIC SCHOOLS.

BY J. GEO. CROSS, M. A., BLOOMINGTON, ILL.

In our former article we predicted that the average public-school teacher could prepare to teach penmanship effectively, and exhorted our brethren to the effort; that good teaching must do the dual work of training the eye to see, and the hand to do; that the training of the hand is too much neglected; that the true philosophy in this special training, consists in drawing the attention of the pupil away from the form, and proportion of the letters, and concentrating it on his positions and action, and with these things only in view, practicing on the simplest forms until the entire class can do something like writing, in graceful, easy attitudes, and with a bold, and free-hand execution.

The art of penmanship has two fundamental principles, viz.:

1. The skillful execution of letters depends on movement.
2. Movement depends on position.

To teach the art, one must know in what correct forms consist, what is comprised in easy movement, and what constitutes correct positions.

In teaching, these three things must always sustain to each other the following relation, viz: 1st, Position; 2nd, Movement; 3rd, Form. Whether instruction embraces a few lessons, or a continuous course, it should always proceed in this order. The first thing in every lesson is to see that the writer's position is correct. The teacher who follows the instructions of the former article on this point, will lay a foundation that will finally result in good penmanship. The teacher who is interested in the subject will do well to review the final paragraph of that article.

In what does correct position consist?

Evidently in such a relation of the writer to the desk, the pen, and the paper, as shall give perfect ease and full control. It will not do for the writer to lean over the desk, for this throws the weight of the chest on the arms, preventing their free action. Besides, it prevents free respiration, causing uneasiness and fatigue, and so shortens the range of vision as to greatly impair its power. It will not do to grasp the pen tightly in the fingers; for the rigidity of muscle which results, affects the entire hand and arm, causing difficult, angular, and erratic action.

To secure good position begin with the feet. They must be placed flat on the floor in a position similar to the standing posture. The teacher will soon discover that as soon as a pupil draws the feet back under the seat resting them on the toes, (a common occurrence) he instantly inclines the trunk forward over the desk, leaning on the arms. So any deviation of the feet from the front, flat position, causes a demoralization of the entire person. It is very difficult to keep the feet, even of trained pupils, from eccentric attitudes, but its importance is imperative. I have frequently, in previous public-school teaching, on passing into a room during the writing exercise, observed a general inclined attitude of the pupils, which was instantly and uniformly remedied by the word *feet*, a general uplifting of heads being the instant result of correct placing of the feet.

It is also essential to upright posture that the writer should sit close to the desk, without leaning against it. The distance of the seat from the desk, is in many cases a serious embarrassment in this respect. The edge of the desk and of the seat should be on the same vertical plane. If the seat is located too far from the

desk, the pupil must, during the writing exercise, sit forward on the front half of the seat. The effort to correct this ill adaptation of seat to desk, by placing pupils with the right side to the desk, is a false and unbusiness-like view of the case. The pupil can certainly sit erect more easily, placed square in front of the desk, with both arms resting on it, even though sitting on only the front half of the seat, than in the side position. Most business writing must be done sitting or standing square with the desk, and for this reason the front position should be generally conformed to.

The tendency of the pupil to grasp the pen tightly, is generally the result of a bad position of the thumb, and a too free use of the finger movement. Let the teacher, taking the pen in his hand, place the thumb on the holder opposite the end of the fingers, as most pupils do, and he will soon discover, that to hold the pen with sufficient firmness, he is obliged to grasp it tightly. Now let him pass the end of the thumb up on the holder, to a point opposite the first joint of the front finger, and he will find it possible to secure firmness of the pen, with far less pressure. The reason is evident, viz., that the point of pressure of the thumb, is now midway between the two points of pressure on the right side of the holder, instead of being opposite the lower point of pressure only, as it is when the thumb is placed opposite the end of the fingers.

RULE.—Place the end of the thumb on the holder opposite the first joint of the fore-finger.

The next point to be gained is the light rest of the arm and hand on the desk. It should not generally be raised from the desk, but should rest so lightly on it as to allow the freeest possible action—a buoyant rest. To secure this the pupil may be allowed to lean slightly on the left arm, resting it on the desk near the side, not pressed against the side, nor thrown far to the left on the desk.

The method in which the pupil applies the pen to the paper is of primary importance. Have patience with the child. The pen is a more difficult instrument to wield than either the pencil, the brush, or the graver. No one can either acquire or display skill with a scratching pen. To avoid scratching, the points must press equally on the paper. Most pupils turn the pen too much to the right. To overcome this tendency, require the pen to be so held

that the writer can always sight down the holder to the point of the pen. This will cure the evil.

Recapitulation.

a. An erect posture, sitting square before and close to the desk.

b. Leaning slightly on the left, to relieve thoroughly the right arm from pressure, that it may be free to move in all directions.

c. The thumb so placed against the pen-holder, as to secure steadiness with slight pressure, and to prevent the fingers from becoming much bent. The pen so held as to glide smoothly over the paper.

The pupil is now ready for such practice as is outlined in the last paragraphs of the former article.

HINTS ON TEACHING SPELLING.

When should pupils begin to spell? There should be no oral spelling, or written spelling either, from memory during the first year and a half or two years of school life; yet pupils should be learning to spell from the start. How? By copying in script well-written sentences set by the teacher on the board.

Sometimes these sentences may be taken from the primer, but they should generally be the language of the pupils themselves, including certain words given by the teacher.

Assigning Spelling Lessons.—The teacher should not merely say, "Prepare the tenth lesson;" or "Your dictation will be the first twelve lines on page twenty-four." The pupils should pronounce after the teacher the words of the lesson, looking at them carefully as they do so. Peculiar or difficult words should be written on the black board and spelled simultaneously by the pupils, and hints should be given to aid in the preparation of the lesson.

Prepariny Spelling Lessons.—We wish to teach the forms of the words, not their sounds. Unfortunately, forms of the words do not always agree with the sounds in English; hence the form of a word must be impressed on the mind through the eye and not through the ear. It is perfectly clear, therefore, that the art of making good spellers consists in teaching pupils to see words accurately. The London *Times* once said, "Spelling is learned by reading, and nothing but reading can teach spelling." It may be

accepted as a rule that a good reader is always a good speller. These facts all point the thoughtful teacher to the conclusion that we have already stated — spelling depends upon the power of seeing with precision. It follows that the exercise which compels the pupils to look most carefully at words must be the best method of preparing a spelling lesson. Unquestionably, this exercise is transcription. Let the pupils copy on their slates the lesson to be prepared. The lesson may be prepared as a home exercise, if due care be taken by the teacher in examining both writing and spelling. This is necessary in order to compel scrutinizing attention to the words to be copied. The whole value of the exercise depends on this being done.

Repeating the letters of a word orally is of little benefit. Make the pupils see the words, and, if possible, never let a pupil see a word wrongly spelled.

Testing Spelliny Lessons.— There are only two methods, oral and written. The oral method alone is of very little practical value. An American writer records the case of a young man "who won three prizes at spelling-schools, but made five mistakes in spelling in a note written to a school board." Oral spelling does not accustom the eye to the form of the word when writing. This is a fatal objection to it, and all modern teachers recommend that spelling lessons be conducted chiefly in writing.

Correcting Spelling Lessons.—They must be corrected thoroughly. If proper preparations have been made as recommended, very few errors will be made. In a large class the teacher will not be able to examine personally the book or slate of each pupil, except in the case of review lessons consisting of words previously misspelled in the class. These should always be examined by the teacher. In other lessons, one of the following plans should be adopted:

1. The pupils exchange slates, and the teacher gives the correct spelling, word by word, the pupils marking those that are wrong.

2. Pupils retain their own slates, and the different pupils are called on to spell the words. Those agreeing with the spelling indicate it by raising the hand before the teacher decides as to its correctness. Marking as before.

3. Slates are exchanged, and the corrections are made as in No. 2. While the teacher writes the correct spelling on the board, each

pupil may correct his own work, and slates and books be exchanged for revision only. The latter method is probably the best with honest pupils.

In all cases where slates are exchanged, the pupil owning the slate should have the right to appeal against the marking done by his neighbor.

Reviews.—Each pupil should write correctly the words which he misses, about five times, to impress the correct forms on his mind. In addition to this, he ought to make a list at the end of his book of all the errors he makes. From this list his teacher should prepare his reviews. The words missed are the only words that need to be taught. "Leave no enemy in the rear." Review regularly.

General Suggestions.— 1. The teacher should always articulate clearly and pronounce correctly when giving words for spelling.

2. Never overstrain the enunciation of a word in order to indicate its spelling.

3. Allow only one trial in spelling orally or in writing.

4. In spelling orally, the divisions into syllables should be marked by slight pauses, but in no other way.

5. Do not assign lessons too difficult for the pupils who have to prepare them. This compels the pupils to spell badly.

6. It is desirable that spelling should be taught to a considerable extent by means of composition, in order to give the pupil practice in spelling the words in their own vocabularies.

7. In some of the dictation lessons, time may be saved by having only the words in italics spelled. The teacher should read the whole sentence and emphasize the words to be spelled.—*Literary Notes.*

HISTORY AND GEOGRAPHY.

JOHN M. GREGORY, LL. D.

History and geography are natural associates and allies. They ought never to be separated. History is events. Geography is place. Events without place are merely stories. Place without events simple emptiness. Events imply places, but place alone means nothing.

History includes geography, and when well and properly taught

gives the best and most lasting knowledge of the latter study. Goography pursued by itself is one of the most sterile of studies. It affords little mental exercise save to the memory, and upon that it takes no lasting hold. Any one will be convinced of this who will attempt to recall the geography lessons learned in childhood, or even five years ago.

In this estimate of geography, we leave out the so-called mathematical geography, which includes the astronomical facts of the form, size, motions and astronomical relations of our planet. And we leave out also the conventional art of mapping. This knowledge is of great value, and the use of maps is like the use of the dictionary, a life-long need of every intelligent reader.

In history are properly included all the movements of mankind, individuals and nations. The march of armies, the migrations of peoples, battles, conquests and the fates of rulers — these are conspicuous events in human affairs; but commerce, arts, literature, science, the progress of society — these, too, belong to history, and have their geographic areas and relations. To teach the whole of history, in this broadest use of the term, one would teach the whole of geography.

The most successful teachers of geography are those who mix most of historic, commercial or scientific incidents with their instructions. The places are peopled with facts, or made picturesque with the description. But even this falls short of the efficiency of a systematic study of history or science as the principal aim, and the mastery of the geography as adjunct and subsidiary knowledge.

Isolated geography, taught independently of other studies, is "feeding on the east wind." Geography, studied as the territorial element of the great world-making, map-changing movements of man and his arts, sheds floods of light on the history of which it is the "local habitation" and the scene. No one forgets the geography of Jerusalem, of Waterloo, of Columbus's voyage, and of the Pilgrims' landing place, after having read with map before him, the great deeds which make these places memorable. To learn the geography in advance of the history, or of the commercial, social or scientific relations which render it interesting and important, is to mark on the shifting seas the track where some ship is expected to sail, or to stake out, in the wilderness, the site of some city not yet built.

Some of the broader features of geography may be learned while studying the construction and use of maps. The places of the zones, the lay of the continents, the positions of the oceans, and perhaps the lands of the more famous or more familiar peoples, may be noted so far as to enable the young student to refer more readily to his maps as he comes to need them in his historical studies.

So also physical geography will demand study after chemistry, geology and other sciences have prepared the learner to understand its grand groupings and generalizations. And for all these some preparation may be made in the oral lessons on common things given to children in primary instruction. The landscape with its hills and valleys, its rocks, rivulets and soil may help to make familiar many of the simple notions and words used by the geographer.

It is difficult to see how this isolated and barren geography should have won and retained so large a place among the common school studies, unless it is because it furnishes so much work for the pupils and is so easy for the teachers. If the pupil must remain six hours in school, they must be furnished some employment of their time, and the work of looking up places on the maps and of drawing maps certainly serves to keep them busy many an hour. And the teacher who is too ignorant to teach the elements of physiology, physics or botany, or other sciences intimately connected with the daily life of men, may still read to a class the questions to be answered from the atlas.

The conclusion from all here written, is not that geography shall be studied less, but more; never, however, as a separate study, but always as a part of some other study with which it holds natural and necessary connection. It has been called a conglomerated science, borrowing its facts from astronomy, history, geology, botany, zoology, meteorology, and political science. May it not rather be said to be the local or territorial element of all these sciences, necessary to their existence and needful to their comprehension? More especially, it is a part of history, and with chronology constitutes the historical element of all the sciences.

Geography should therefore be a part of all studies, both in common school and college. The atlas and the dictionary alike constitute a part of the outfit of every student, and are needed on every study table. The time heretofore given to mere geographical facts,

places without events or relations, may well be given to history and science with the map added. History has suffered as much from its divorce from geography as geography has from its isolation from history. Let the two be kept in close companionship, and we shall make both better historians and better geographers. Let history be studied on the map, and every event and place will thus be better known and remembered.

CORPORAL PUNISHMENT.

The law is silent on the subject of corporal punishment in schools. It neither grants nor withholds authority to inflict it. The whole subject is left to the judgment and discretion of the local school authorities, and to the sanction of general usage and custom. That the teacher must be clothed with authority to use the rod in certain cases is self-evident. It grows out of the very nature of the case, and of his relations to his pupils. The prudent exercise of such authority is acquiesced in by the opinions and practice of the whole country, and is almost invariably sustained by the courts, on the ground not of statutory enactments, but of common custom, common sense, common justice, and the nature and necessity of the case.

It is only the flagrant abuse of the admitted right which either society or the law is disposed to frown upon and condemn. It is undoubtedly true that, in order to support an indictment for assault and battery, it is necessary to show that it was committed *ex intentione*, and that, if the criminal intent is wanting, the offense is not made out. But this intent is always inferred from the unlawful act. The unreasonable and excessive use of force on the person of another being proved, the wrongful intent is a necessary and legitimate conclusion in all cases where the act was designedly committed. It then becomes an assault and battery, because purposely inflicted without justification or excuse. Whether, under all the facts, the punishment of the pupil is excessive, must be left to the jury to decide.

What is the great end of a system of public schools supported by the state? Can the answer to this fundamental inquiry be more comprehensively epitomized than in this proposition? The chief

end is to make *good citizens.* Not to make precocious scholars; not to make smart boys and girls; not to satisfy the vanity of parents and friends; not to impart the secret of acquiring wealth; not to confer the means of achieving the ends of personal ambition; not to enable the youth to shine in society; not to qualify directly for professional success; not one or all of these, but simply, in the widest and truest sense, *to make good citizens.* The state, as such, has nothing to do with the foregoing enumerated objects; it leaves them all to other agents and other influences. If parents seek brilliant scholarship, morbid precociousness, social pre-eminence, affluence or professional distinction for their children, the state has nothing to say; but inasmuch as none of these things are *essential* to a true and noble citizenship, the state will not enact laws, frame systems, levy taxes, build school houses, and employ teachers to enable those parents to carry out their designs. That such selfish and subordinate ends are often sought through, and to some extent promoted by, the public schools is true, but it is not the object of public schools to foster such ends. The aim of the commonwealth is higher and broader. It has to do with the child only in its civil relations, as a member of the great body politic; not, primarily, in its home relations as a member of the family.

And yet, in an important sense, the state derives its highest and truest sense of education from that divinely instituted and most perfect form of government — that of the family. For those very habits and qualities which make home pure and tranquil and happy, being continued and transferred from the child to the citizen, insure an orderly, virtuous and peaceful state. Indeed, the family is the smallest organized subdivision of the state, and the aims of public education are substantially accomplished when lessons of duty to the former are simply expanded so as to comprehend the latter. If the individual families are well governed and virtuous, the commonwealth cannot be turbulent and vicious; for the members of such families will recognize their obligations to the state, as its political children, not less cordially than their obligations to their parents. This view so simplifies our problem that we have now but to inquire what is essential to the welfare of the family, what it is to be in the largest sense a good *child*, and we shall know, very nearly, what is essential to the welfare of the

state, what it is to be a *good citizen*. Without any argument on this point, it will be conceded that obedience to the parental authority is a primary attribute of the good child. Even so, cordial submission to lawful authority is a primary attribute of good citizenship.—*Walsh's School Lawyer.*

TEACH PUPILS HOW TO LEARN.

Not only must we have normal schools "to teach teachers how to teach," but children must be taught how to learn. The work of the school-room is two-fold, or, as we have often thought, manyfold. Knowledge must be imparted, the effort of the pupil must be supplemented, his ideas must be straightened and systematized, his fragmentary knowledge connected with known facts, and his erroneous impressions corrected. This, however, is the natural work of the recitation period. Apart from that, pupils must be taught how to best utilize their powers. Help should be administered to them in such ways as will assist and strengthen, but not take the place of their own efforts. Given a child of ordinary intelligence and a book the consecutive words in which are reasonably plain to the child — the mere act of bringing the two things together does not argue that the one will readily absorb the *ideas* expressed in the other. As a matter of fact, the effort at first partakes of the nature of a new and untried experiment. Many children think that if they learn the words by rote they have of necessity acquired the ideas. Others read over the pages and feel that they understand the matter as they proceed, but are quite unable to determine when they know or do not know the essential part of it. With many children this ability to study in a proper manner comes, if at all, late in their school-room experience. The time may be hastened by careful guidance, and it should be the aim of the teacher to observe each individual case, so as to induce correct habits of mind from the first.

Unquestionably one of the best methods for increasing the mental grasp and strengthening the power of comprehension is that of employing the children to look up certain things in books other than their text books, the subject-matter afterwards to be retailed to the teacher in the child's own words. Beginning with

narratives, they may gradually pass to matters of reasoning, the statement of arguments, the relation of cause and effect. It is easier thus to search for a particular thing, than to go over certain pages with the general purpose of acquiring whatever is in them.

Whatever else, teach the child to rely upon his own exertions. This will not be a palatable lesson. He can understand in general terms that the practice of throwing stones himself, and not by proxy, increases his own power to throw stones. Not so readily will he believe that extra work, spent in overcoming the difficulties of arithmetic, is equally strengthening in preparing him for future effort. Most children would be more than willing to "do" percentage and compound proportions by proxy. If they only knew, they might as reasonably expect to learn to skate or play cricket in the same way. We have known two boys to cipher through the arithmetic together, one self-reliant, the other dependent. One not only did most of the problems himself, but explained them down to the comprehension of his companion, thereby clearing up any obscurities which might have remained in his own mind. Day by day they received equally good numbers for recitation; but the future showed that one had grown stronger, the other weaker, all the time. — *The Student.*

THE FIRST DAY OF SCHOOL.

Much depends upon the teacher beginning right the first day of school. If he is successful then he will have a pleasant time during the term, but a mistake made on the first day is seldom corrected. Teachers can not be too careful of their actions when they first meet their pupils. First impressions should be favorable, for they are usually the most lasting. Do not expect to correct mistakes during the term. It is always better to prevent trouble than to overcome it. A few suggestions are given to enable the teacher to start right the first day of school.

1. Go early. The school-house should be neatly cleaned the week before, and everything placed in readiness for the school. Have the room arranged for the reception of the pupils before any of them arrive. Greet each as they come, and in this way much

good can be accomplished by studying their characters. Talk with them about the school and their studies.

2. Calling to order. When the time comes for beginning, take up school promptly. Don't wait for the tardy ones. If you wait the first morning they will expect you to do so the second. Ring the bell but once and then wait for silence.

3. Enrollment. Give each pupil a slip of paper, prepared for the occasion, for him to write his name and age on. Don't be in a hurry about collecting the slips. They can be taken up and the roll made out at recess. Take the names of those who can not write at their first recitation.

4. Assign work to all at once. It is well to have problems in arithmetic placed on the board for solution while the organization is taking place. The pupils will become troublesome unless they are kept busy. Have the temporary programme placed on the board. This can be done before the arrival of the pupils. Begin recitation at once. Follow your programme the first day. Changes can be made afterwards to suit the school.

5. Speech. It is not necessary to make a speech to the school the first day of school. The danger is not in saying too little, but too much. A few pleasant remarks will not be out of place, however. Bear in mind that your pupils are weighing you the first day, and much depends upon their decision. Do not sacrifice principle, but gain their good will if possible. It is very important that they should be interested in the school at once. Do not say anything about your predecessor. You are not there to find fault, but do good.

6. Rules. Don't make any rules the first day. Give your pupils credit for a desire to do what is right. A long list of rules read the first morning, and tacked up in some conspicuous place, is a sure indication of failure before the close of the term. Never make a law until it is needed, and you are sure that it can be enforced. But one rule is necessary, and that is the rule of right. If you tell your school the first morning how bad they are, and that you intend to govern the school, you will have to *govern* the school if you have order, for the pupils will not obey you willingly. Compulsion is a poor way to secure order. Anticipate no trouble in regard to order. Give your pupils credit for good intentions and then

meet the difficulties as they come. Don't attempt to govern by a set of rules. They are sure to be violated. Do not antagonize a pupil if you can help it. Put forth your best efforts on the first day of school, for if you win then your success is assured.

7. Do not permit conduct the first day that you would not the second. The first violation of order should be noticed. The bearing of the teacher will have much to do with the conduct of the pupils. If he has his work well arranged and is master of the situation, his pupils will know it. It is no easy task to organize a school successfully. Napoleon could plan a campaign, but his genius would not succeed in the school-room. It requires much thought to have all things work together for good.

8. Permanent organization. The permanent programme can be made out at the end of the first week. Make as few changes as possible. Follow in the footsteps of your predecessor as nearly as possible. Do not be too radical in making changes. Introduce new methods gradually. Start pupils in the classes they desire to enter. By judicious management all will be well in the end. If they are not far enough advanced for the class they have entered, they will ask to go back in the other class. The secret of teaching is not in governing so much as in managing. A well managed school is self-governing.—*Normal Index.*

SCHOOLS are dependent for their usefulness and success upon a variety of little things. If many of these things are not actually ignored by some of our teachers they certainly do not receive sufficient attention. The trivial acts and duties which sweeten refined *home-life* and render *society* attractive, are quite as important occasions to *school* life. If teachers would reflect that in many cases they represent all the refinement and politeness that some pupils ever come in contact with, we think that they would endeavor, not only to be always gentlemanly or lady-like, but would strive to inculcate some special lessons on behavior. It is a common remark among mothers that they *dread* to have the little ones begin school as they are never so nice afterward. It is little wonder that the careful mother dislikes to send her child to school since she knows that he must then be subjected to the companionship of utterly

untutored children, and we regret to add, too frequently, to the instruction of a careless teacher. A young lady who is all smiles and politeness in society, sometimes forgets that she is the "observed of all observers," in the school room, and that her manners, her words and her actions are repeated in every home there represented. Manners and morals go hand in hand, and it is far easier to go down than up. There is, therefore, the greatest necessity for watchful care on the part of the teachers as well as on the part of parents that the well-trained children shall not become rough and rude by means of contact with those that have had no training. We are glad to note that this subject is beginning to receive attention, and that a few schools have already incorporated into their regular course of study instruction in what is popularly termed etiquette. Machine teaching has not only a bad effect upon the physical health of children, but it is also quite as deadening in its effects upon their manners. A pleasant good morning from the teacher, a kindly interest in the personality of each pupil, and a pains-taking care, not only to exemplify, but also to teach what belongs to good manners, will go far towards breaking up the boorishness that is too common among our public school children.— *The Practical Teacher.*

EDITORIAL.

EXAMINATIONS FOR STATE CERTIFICATES.

If three or more persons express a desire to be examined for a state certificate at the time mentioned, the Board of examiners will hold a session at Madison to afford an opportunity to do so, December 26, 27, and 28, 1883.

Applicants will advise the State Superintendent of such desire without delay.

ROBERT GRAHAM,
State Superintendent.

MADISON, October 26, 1883.

TO SUBSCRIBERS.

We have upon our books the names of three or four hundred subscribers who are in arrears from one to two years. One dollar per year will be accepted from all who pay before bills are sent. During December we shall send bills to all

delinquents. It will greatly oblige us if our patrons will save us the time, trouble, and expense of sending bills, by remitting amount due before December 1st.

GRAHAM & CHANDLER.

VACATIONS are *all* past now. The season of rest and recreation is gone, and the season for work for all connected with the schools is here. With the month of November all schools not theretofore opened will commence the winter's work. The institutes are over for the season. Between four and five thousand have attended these this summer in Wisconsin; in forty-four counties institutes have been held.

Whatever of help, quickening and inspiration these institutes are able to afford, has been freely given, and it remains for the teachers to demonstrate how well they have comprehended the instruction, imbibed the spirit and assimilated the suggestions which characterized the exercises.

May we presume to ask a few questions of these teachers engaged in teaching country schools this winter?

1. Are you to be content with the perfunctory performance of the duties of "school-keeping," or are you determined your teaching and your school shall be permeated with a pronounced spirit and character?

2. Have you given thought to and come to a clear conclusion upon the question what the real end and aim of all school work is? Are you sure you have reached the right conclusion? Have you read what others think and say about this?

3. Have you devised a system of training which you believe will further your pupils toward the end in view? Does this system include exercises in all branches included in the curriculum of study?

4. Have you planned just how you will assign advance lessons, and just how you will conduct the recitations? Do these plans agree, or will your pupils know when you have assigned the lesson, just what the character of the recitation will be?

5. Does your general plan of work involve daily reviews and frequent written examinations? Will you make written examinations tests of knowledge, of exactness of information, or of facility and correctness of expression?

6. Have you formed a definite plan by which to interest pupils in the several studies who lack interest in one or more of them? Does this plan include making use of interest in one study to incite interest in another?

7. Have you carefully considered whether if a "course of study" is a good and desirable feature of a graded school, or any school for secondary or higher education, "a course of study" may not be equally good and desirable for an ungraded school—for *your* school?

8. What plan have you adopted for making a record of the progress each scholar will make this winter in all subjects pursued? Is the form of record determined upon a suitable one to leave for the information of your successor?

9. What plan have you for forestalling habits of idleness, untruthfulness, impurity of thought and speech, tardiness and irregularity of attendance?

10. Have you any plan for creating and promoting respect for and loyalty to the school as a unit, jealousy for its good name and character, and comprehension of it as a business place for embryo citizens?

We will suspend our catechism here. We put these statements in the interrogative form for suggestiveness and for emphasis, not in an inquisitorial spirit. Will you give them a little attention? Perhaps you will find in them texts upon which you can write now and then a word for the JOURNAL, which will encourage and help your fellow teachers. Remember it is not the deep things, the profound things that help us most, but the good thoughts, the true thoughts plainly expressed.

BY an oversight last month, and by want of space the preceding month, we failed to notice the circular recently issued by Prof. Henry, Professor of Agriculture, University of Wisconsin.

We take great pleasure in calling attention to that circular for two reasons: First, because it thoroughly removes all occasion for complaint that the State University, supported in part by tax upon all property of the State, and ostensibly maintained for the benefit of all citizens of the State, presents no course open to that large class which has no other means of preparation for an advanced course of study than those afforded by the common school, and private study, under such direction as may be available in the locality of the home. Many of this class no doubt desire to prosecute study for a longer or shorter period, under more advantageous conditions. They are of the industrial class; they want to pursue study in mathematics, practical physics, or mechanics, and chemistry, and in such related subjects as time and the best results may warrant. Here, now, is just the opportunity they crave. Industry and application in the common schools will give them all the preparation required for entrance upon this course in the University. Surely no one can ask that the standard for admission shall be lower than that indicated; and the doors of every good common school in the State are thus made to open directly into the University, with all its facilities for promoting intelligence, culture and mental discipline — its large and eminent faculty, complete equipment in scientific and mechanical apparatus and instruction, accessibility, and location amid surroundings of libraries, courts, political and commercial life, which are such potent, unconscious factors in promoting general intelligence and fitness for citizenship.

A second reason for our gratification is found in the fact that this course affords a direct incentive for our common schools to adopt, and prosecute with constancy and vigor the course of study for ungraded schools, which has been so strongly urged upon school officers and teachers throughout the state during recent years. It will be observed that not prodigies in arithmetic or grammar or spelling, but *such as pass a thorough examination in all* of what are known as the common English branches, are to be admitted to this course in the University. There is

scarcely a boy of ordinary ability that cannot master these by the time he is fourteen or fifteen years of age, if he will, even though he can attend school but five or six months in the year. To do this, however, effort must be concentrated upon them. Here is a strong incentive to do so. Two, three or four years may then be given to an advanced course in study, instead of idling away those years in the common school, gaining a minimum amount of education, and a large collection of bad habits, or no fixed habits of study, observation, and skill in generalization, and application of knowledge. After that there will be plenty of time to choose and settle down into a regular business; probabilities will be greatly increased that the choice will then be more wisely made, and success more certainly follow. This opens out a field for influence, and a motive for intelligent and faithful service for every country school teacher in the state. Rivalry in fitting the largest number for this possible future, and persuading youth to see, understand, and improve their opportunities, should characterize such teachers more and more.

We have talked a great deal about the organic unity of our school system in this state, and the University as the head of that system; but some way we have all the time had in mind the old, circuitous, and, to many, the impossible route by which to reach the head, or by which the head was to reach down and lift up the lower sections, viz.: the high school, the academy, the college. We are learning, have learned, a better way. Organic and vital connections between every section and the head is the ideal for most healthy and abounding life. By the wise administration of the University authorities we are rapidly realizing this condition. It remains to be seen whether as a people our clamor for open doors at the University for all our youth has been a mere sentiment, or the expression of a purpose to enter upon the estate as soon as accessible.

The writer of this article took a somewhat active part in the effort to confer by egislative action the agricultural college grant upon the University. The wisdom of so doing, and of the result, has at some periods since been surrounded with doubts and misgivings. These are rapidly disappearing, displaced by confidence that the years in the near future will vindicate the policy, and bring great advantage to the classes it was designed to benefit.

Following is the circular referred to:

The Agricultural Department of the State University offers a course of study in the science and practice of agriculture to the young men of Wisconsin.

Students in this course will receive a thorough drill in the theory and practical application of chemistry and botany. In mathematics the course extends to and includes land surveying. Sufficient time is allowed for work in the machine shop to teach the use of common machinist tools and the simpler operations of blacksmithing. There are courses of lectures upon horticulture and insects. Under the head of Agriculture are taught such subjects as the history of various breeds of stock; pedigrees, and how to trace them; theories of stock breeding; history of agricultural plants, etc. During the coming year students will receive practical and theoretical work in tile draining.

Candidates for admission as special students will be required to pass a thorough examination in the common English branches: Reading, spelling, writing, geography, grammar and arithmetic.

A person properly qualified can enter at the beginning of any term and remain as long as he chooses. The best time to enter is at the beginning of the collegiate year, September 6, 1883.

Examinations for entrance are held September 4th and 5th. Send for catalogue.

For further particulars regarding this department, address

W. A. HENRY,
Professor of Agriculture, University of Wisconsin, Madison, Wis.

THE responses to the circular relating to securing the next meeting of the National Educational Association at Madison have been very gratifying, indeed. A wide-spread interest is indicated, and cordial good will and proffers of co-operation and aid have universally characterized the messages that have come to the committee. The press of this and adjoining states have interested themselves in the enterprise. We quote from three or four indicating the general spirit manifested.

The *Kenosha Telegraph* says:

It is understood that the next National Education Convention in 1884 will be held at some point in the Northwest. A movement is being made to secure the holding of the convention at Madison, in this state. Probably a more suitable place could not be suggested. The friends of education in the state should lend their influence in favor of the meeting at Madison. It is calculated that 2,000 educators may be in attendance.

From the *Present Age*, published at Chicago:

On Monday the office of the *Present Age* was honored with a visit from Mr. T. W. Bicknell, President of the National Educational Association. He is just now on a visit to the west for the purpose of deciding where the next meeting of the Association shall be held. White Sulphur Springs, Virginia, has given a very cordial invitation to the Association, but there is a strong feeling that the northwest should have the meeting, and the question lies between Chicago, Milwaukee and Madison, Wisconsin. The latter city offers strong attractions and many western educators favor it as most desirable, since Wisconsin has never had a meeting of the Association.

The Schoolmaster, also published at Chicago, says:

The Executive Committee will soon decide upon the location of the next meeting. White Sulphur Springs, W. Va., and Madison, Wis., are the chief places bidding for the honor, with the probabilities in favor of Madison. The Wisconsin school-men are fully awake and eager for it. They offer very liberal inducements. Their hotel accommodations, while possibly not ample or sumptuous, are entirely adequate and comfortable; and their rooms in the State House for holding the meetings are exceptionally convenient and large. Excursions from Madison have already been projected to the Yellowstone Park; to Lake Superior and the Pictured Rocks; to Lake Minnetonka, Minn.; to the Dells of Wisconsin; to Portland, Oregon, over the Northern Pacific; to Alaska; and to other places. Railroad fare from the New England states can be obtained at a low rate, and favorable figures can be relied upon from western roads.

But more than all, the association clearly owes it to itself and to the cause it represents to hold its next meeting somewhere in these Western States. A more central western city would be desirable. But considering all things, and especially the earnest interest taken in the matter by the educational men of Wisconsin, Madison is the place at which to hold the next meeting.

We confidently expect to be able to announce in our next issue that Madison has been selected as the place of meeting.

IT is a pleasure to be able to state that real progress has been made toward the creation of a chair of didactics in the State University. As we understand the present condition of the matter it is this. While no formal action has been taken

upon the question by the Board of Regents, yet so many members have personally expressed themselves in favor of the measure that it is altogether probable that such a chair will be provided for at the meeting of the board in January next, and instruction in the department authorized to be begun at the opening of the school year in September next. President Bascom gives hearty approval of the enterprise, and will render all the material and moral support within his power to insure its success. He is already casting about with a view of concentrating judgment upon a suitable candidate for the professorship. We firmly believe this step, with others recently taken, will strongly intrench the University in the good will and co-operation of the general public, and tend to controvert a sentiment which has seemed to be springing up in some quarters of late, that that institution was in sympathy only with such work as pointed directly toward the learned professions, so called, and that scholasticism which is so generally looked upon as a great gulf, separating its devotees from practical affairs in human life.

THE BOARD OF DIRECTORS of the Wisconsin Phonological Institute for Deaf Mutes, have issued a circular announcing plans and stating objects of the Association. We quote the following from the circular:

The object of our society is to spread the pure oral or German articulate method; to procure the establishment of day schools for deaf-mutes the same as for hearing children, as a part of the public school system of the country; to prepare teachers of articulation; and, as far as its limited means will allow, aid indigent deaf-mutes to obtain an education. In behalf of these philanthropic objects we confidently appeal to the intelligence, humanity and benevolence of the people of our state and country.

THE MILWAUKEE DAY SCHOOL FOR DEAF-MUTES will be in charge of Prof. PAUL BINNER, who brings to the work intelligence and enthusiasm in the cause. He will at once visit the best eastern schools of articulation for deaf-mutes with a view to adopting in the Milwaukee school the best results of experience. We are reluctantly compelled, for want of funds, to limit the number of pupils to be received into our day school, and in order to carry it on, are obliged to charge tuition to cover a part of the expense of maintaining it. Tuition per term, payable in advance, will be $15. The average cost to the society of the instruction will be about $100 per pupil per annum. In cases of necessity the Board will make such deductions from above rates as circumstances demand, and its means will allow. But it is hoped that no one will ask it unless it should be necessary to do so. It is also hoped that patrons of the school will, if able to do so, cheerfully pay as large a part of the actual cost of instruction as they can, so that we may do more for those who need our aid.

The *Milwaukee Sentinel* of October 11th says:

The school board has leased to the Wisconsin Phonological Institute for Deaf-Mutes a pleasant room in the Normal School building, corner of Prairie and Seventh streets, in which to carry on a day school for deaf-mute children. The school will open next Monday, October 15th, and will be instructed by Prof. Paul Binner in the pure oral or German articulate method. Several hundred hearing and speaking children are taught in the same building, including the public model kindergarten, under the direction of Miss McCullough. The City Normal School, under the instruction of Miss Stewart, is also in the same building, with which are connected, under her supervision, several model schools for training the normal students in teaching and kindergartening. The deaf children will, it is expected, have an opportunity to associate freely on the play-grounds with hearing and speaking children, a very valuable privilege of which deaf-mutes

are deprived in asylums where such children are pretty much shut out from communication with the world, to their serious detriment in after life. Said a prominent educator yesterday: "The step which the Phonological Institute is now ready to take in establishing a day school for deaf-mutes by the pure oral or German articulate method, where deaf-mutes and hearing and speaking children will be brought into daily association with one another, is one of the most important departures ever made in the education and treatment of deaf-mute children, and the experiment will be watched with deep interest. The experiment has been tried elsewhere with gratifying results. But nowhere else, it is thought, has such a school been started under such favorable conditions as seem to await this school in Milwaukee."

The Board invite correspondence with parents and guardians of deaf-mute children, in Milwaukee and elsewhere, who wish their children instructed by the improved method; also, with intelligent, cultivated and high-minded young gentlemen and ladies who feel that they would like to become teachers by this method.

Communications may be addressed to R. C. Spencer, President, or Aug. F. Mueller, Secretary, Milwaukee, Wis.

Miss Etta Carle, who has been engaged in conducting institutes in this state for the past two years, thus epitomizes the work in institutes, and the relations of teachers and school officers to that work, in a recent issue of the *True Republican*, published at Neillsville:

As a result of this desire to secure a broader and more balanced education for the 250,000 pupils in our rural districts, a course of study, adapted to the needs of a country school, has been carefully prepared by leading educators of the state — educators, in many cases, whose long experience in district schools especially fits them for such a work. Manuals on this course of study have been issued by the educational department at Madison. These manuals, containing some fifty pages crowded with useful information as to the course of study, advantages to be secured by its adoption, means of removing obstacles which retard its introduction, etc., are the text-books in use during the two weeks' session. The institute of the past may well be remembered by the timid, hesitating teacher as the place where he was stretched upon the rack, while every particle of information, useful or useless, which he possessed, and much which he did not, was wrung from him by sharp, cruel questions. The institute of the present brings before the teacher only the quiet, earnest, thoughtful consideration of two questions — First, "What are the *especial* things to be taught in each prescribed subject?" Second, "What *methods* should I employ to most successfully teach these essential things?" With such vital questions in school economy before us, we question whether any country teacher can afford to be absent, or whether district boards secure the best interests of the schools in their charge when they retain teachers at their posts during the institute period.

It is a motto as old as civilization at least, that "Union is power." Shall we secure power by union? It is the "shoulder-to-shoulder" touch that inspires each heart with courage as the long line moves forward to the battle charge. Are we strong enough to *alone* work courageously, hopefully forward?

William Swinton, well known as the war correspondent of the *New York Times*, and more recently as a writer of school text-books, is about to begin the publication of a weekly, to be called *Swinton's Story-Teller*, and consisting exclusively of choicest *complete* tales,—from four to six in each issue. He has

already enlisted the pens of many of the star story-writers of the United States and England. We think Mr. Swinton right in believing that there is a keenly and widely-felt appetite for first-class short stories, and, if he works up to his ideal, he should achieve a flattering success.

PROF. Z. G. MCCOY, who has taught in the Deaf and Dumb Institution at Delavan, for the whole term of its existence, or over twenty-eight years, died Oct. 8th, of quick consumption. Prof. McCoy was a deaf-mute, but was graced with a bright intellect, and has been one of the most successful teachers of the deaf and dumb.

NOTES.

RICHLAND CENTRE is to have a new $15,000 school house. The *Republican* says that it is the design that the new school house shall be composed of SIX rooms, and so constructed that, ultimately, when the population demands, it can be enlarged, by the addition of wings, to ten rooms. It will be built on the most modern and improved plans of architecture, and when completed will be a lasting honor to the intelligence and enterprise of the citizens of Richland Center, and the pride of the town.

THE public schools in Kenosha opened on Monday last. Whether the attendance is as good as could be desired is not learned. But, judging from the number of boys seen on the street engaged in no employment beyond mere play, it is reasonable to conclude there must be remissness of duty on the part of parents and guardians. The neglect to send children to school, where there is no reasonable excuse, is next to criminal. A boy growing up to manhood without education in this progressive age is destined to be a mere serf—"a hewer of wood and a drawer of water."—*Kenosha Tel.*

FOR the past three winters Milwaukee has sustained a system of free evening schools for the benefit of those children who were unable to attend the day schools. There is some opposition to their continuance among a number of penurious tax payers, but a majority of the School Board and of the best citizens, especially in the German wards, favor the schools. The council has appropriated $5,000 for the purpose, and the money can be used for no better purpose.

THE fall term of school at the Wisconsin institution for the education of the blind opened on Tuesday, September 12th. Fifty-four pupils where in attendance on the first day, that number will be greatly increased by new arrivals coming in each day. This state institution, under the management of Mrs. S. C. Little, has gained a national reputation, and under the popular and efficient management of the present corps of teachers is steadily increasing in popular favor, and now stands in the front rank of institutions of this class in the United States.

DURING a recent interview with one of the teachers of the Dodgeville school, we were informed that 480 pupils were registered in all departments, 41 of the same being found from out side the district. It is expected that the school will be much larger when cold weather sets in than it is now. The average attendance is about 465.

AN Eau Claire paper contains a full account of the new kindergarten building just completed in that city. It was built by a kindergarten association which was organized as a stock company. The main building is 26x56 feet, three stories high. The school-room and play-room are on the ground floor. The second story is divided into a suite of rooms for the supervisor, and apartments for the primary and student teachers, all being handsomely furnished. The heating furnaces are in the basement. The teachers of the year, besides Miss Jennie Lloyd Jones, supervisor, are Miss Frankie S. Norton, Oshkosh, primary teacher. The student teachers are Misses Clara Y. Morse, Oshkosh; Jessie G. Tibbets, Geneva; Ella L. Briggs, Eau Claire, and Mrs. M. A. Leavitt, Worthington, Da., with others to follow later. The school was opened September 17th.

SUPT. ROSENBERGER, in a recent issue of the *River Falls Press*, says:

The fact has been forcibly illustrated during the past week, that we, as teachers, are not as familiar with the work outlined in the course of study as we should be. As a result of this ignorance, a wrong idea of the work to be done under it has gone forth among many of the patrons of our schools, and we hear such expressions as the following: "It is all 'red tape.'" "It is a dead weight to our schools," etc. The fact is that we have brought it into disrepute not by reason of its thorough use, but on account of its disuse. I do not believe that there is anyone at the present time who will advocate that aimless, spasmodic, and irregular work in any department of life, either in a manual, professional, or an educational line, will accomplish nearly as much in a given time as well-directed and persistent efforts do accomplish in the same time.

At the age of sixteen, our pupils should possess a good understanding of reading, writing, spelling, geography, and history; also, have a fair knowledge of how to keep simple accounts, to properly write a bill or note, and above all, how to write a letter, placing each item in its proper place, capitalizing and punctuating properly, and having every word in it *properly spelled*. Have we been able to secure these results in the past? If not, why cling to the old methods, or rather to the lack of methods, when by systematic work we may accomplish so much more? Before we can become thoroughly ready to do this work, we must know what we are to do, when to do it, and how to do it.

TOO MANY of our teachers have almost no general information. This is a very unfortunate fact. Public opinion should call for a reform in this particular, and should demand that a teacher who does not keep intelligently abreast of the events of the day is not fit to take charge of a school.

Every teacher should not only take an educational journal, by means of which he can keep fully informed of all improvements in educational methods, but he (and she, too) should take a good newspaper, that will keep him posted on all important current events. Every teacher should regard it as his duty to know all that is worth knowing of current history. Local gossip is not worth the knowing, neither are the details of scandals, burglaries, murder trials, or any of the long, foul etceteras that defile the columns of many daily papers. But the events of foreign lands, the political movements of our own country, the literary

and scientific history of the enlightened world, with all these the teacher should keep apace, or, we declare it positively, he is not fit to keep school in this wide-awake, intelligent country and era of the world.

And every teacher thus primed with valuable information should impart plenty of it to his pupils. Nothing wakes up young people like instruction of this sort. It makes them feel as if the land of knowledge through which they are called upon to travel is not a museum of dead curiosities merely, but a collection of wonderful *living* things. They will thus get a thirst that will last them through life, for that intelligent knowledge of the world which is so essential to good citizenship. There is no necessity, outside of his own indolence and indifference, for a teacher to be lacking in general and wide culture. His profession is full of stimulants to intelligence, and only an inexcusable habit of idleness can hold him back from feeling the impetus of these stimulants. Wake up, teachers, throw off that miserable do-nothing habit, and keep abreast of the great marching world beside you.

A REMINDER of early times in this region is found in the records of an annual school meeting for the district now comprising the village of Merrillan, held September 24th, 1866, where it was voted "to have a female teacher, and not to pay over $3 per week, the teacher to board around equally among her scholars, and that each scholar furnish two cords of wood for fuel." Miss Mary J. Nott, of Northfield, was the teacher.—*Merrillan Leader.*

PROF. JOHNSON'S work and accomplishments are beginning to attract attention in Milwaukee. The new fifth ward school house is about to be supplied with one of his electrical "tele-thermoscopes," an apparatus now in successful operation at the Whitewater Normal. Its object is to indicate on a dial in the janitor's department the exact temperature of all occupied rooms in the building, thus enabling him to see at a glance what apartments may need a greater or a less supply of heat. The apparatus is simple, perfectly effective, and will be regarded as indispensable when once introduced. The press this week reports that a patent for a meter to measure electricity as gas or water is measured, has been issued to our young western Edison. Not only Milwaukee but also the entire country will soon begin to realize that as an inventor and a thorough and original investigator, Prof. Johnson is entitled to a leading position among the scientific men of the country.—*Whitewater Register.*

IN most of the counties in Indiana the grading of the country schools is an accomplished fact, and no one doubts its practicability or questions its utility. In a few counties this important work is just being inaugurated. There are a hundred reasons in favor of gradation and not one against it, and it is hoped that teachers will everywhere join heartily with their superintendents to make it a success. Of course this grading will require some time, some ingenuity and a little "common sense," but it can be accomplished in every school, and when it is done the work of the teacher is lightened, and the pupils greatly benefited.—*Indiana School Journal.*

As THE country schools are graded and the scholars are required to follow a prescribed course of study, it has been thought wise to give to those completing this course, certificates or diplomas. This plan of graduating pupils from the district schools was adopted in a few counties two or three years ago, and last year a large number of counties tried it. Wherever tried it has proved a success. It stimulates the members of the advanced class to closer work; it exercises a good influence over all the lower classes; it prompts the teacher to put forth his best endeavors; it has an excellent effect upon the communities in which the graduating exercises are held. It is hoped that a still larger number of counties will engage in this work the coming year, and *now is the time to begin.—Indiana School Journal.*

ONE of the most objectionable practices in recitation is the habit, still tolerated in many schools, of the children thrusting up their hands, beating the air and snapping the fingers whenever a special question is put to one of their number. The result is confusion of the mind and intimidation of the spirit of all save the few whose power of rapid phrasing and ready reckoning brings them to the front in this cheap sort of competitive recitation. Every pupil in a class has a right to a quiet and respectful attention, and ample time and favorable conditions for putting his knowledge of a subject into suitable language. The great danger of our graded school work is that the brilliant group at the head will do the work, and the rank and file be left practically untaught, and the habit of which we speak is one of the most mischievous in producing this result.

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THE FUNCTION OF THE HIGH SCHOOL.

A Paper Read at the Institute for Graded School Teachers for Dane County.

BY H. J. TAYLOR, COUNTY SUPERINTENDENT.

"No system of public education," says Huxley, "is worthy of the name unless it creates a great educational ladder, with one end in the gutter and the other in the university."

We mean to have a system of public education in every sense worthy the name. Our common school system is so familiar a phrase that we have been slow to realize that the common school does not necessarily imply a system of public education. Our university may by rapid growth separate itself from our common schools, or our common schools by partial and unsatisfactory work may fall away from our higher institutions. In either event we could no longer claim a system of public education. The want of a perfect system of public education has given us the free high school. We must determine its function or we will have high schools alike only in name. When the function of the high school shall be satisfactorily determined, we may yet require a new educational factor before Professor Huxley would say to us "You have a system of public education."

1. The most prominent as well as the most general function of the high school is to give better and more available conditions for continued and thorough instruction than the elementary schools

can give; better in point of educational training, more available in point of locality and expense.

These high schools are able to engage and do engage superior teachers, and this fact itself insures superior instruction. The superior teacher is the first gain and the greatest gain of the free high school. The teacher should be never the servant but ever the master of the curriculum. There is a teaching that never finds expression in words and can never find expression in words, that is lasting and everlasting. "Who teaches you?" is of first importance, and then "What do you study?"

The sovereignty of the American citizen demands, at least, this better training of the high school. The conditions of safe and good citizenship are not satisfactorily laid in the schools below. The high school should reach the middle classes generally. The university too often educates men *out* of public life. The interests of our commonwealth are imperative that from this middle class we raise up many strong and wise men. It is a source of regret that the high school law has failed to give us town high schools where they are most needed and should yet be secured. These elementary shools at the cross-roads can never do their best work until they find the high school available, and feel its inspiration. Have we not asked too much of a wise law within a short time, and has the work of our elementary schools in these localities been so well done as to command and demand a high school? The organization of such schools is a problem not to be given up, but to be solved.

2. The second important and first specific function of the high school, and the one that determines essentially its character, is to enlarge, improve, carry onward and upward the work of the district and grammar schools. The high school should be essentially a higher elementary school. The one union that must not be wanting is the union of the high and the elementary schools. The high school should exist because of and for the schools below. In addition to their own higher and better instruction, these high schools cannot fail to strengthen and give increased efficiency to the elementary schools. The demands upon the time and talent of the country teacher are great. With her, from algebra to the alphabet is the sweep of a moment. To be relieved of the half dozen best

scholars is a gain to the pupils who find a school to tax and train them; to the teacher, whose work can be better done because done within narrow limits; to the remaining pupils, who can now receive the more careful and thoughtful attention of the teacher. In order to thus keep the door of the high school open toward the elementary schools, the high school curriculum must give the promise and the fact of repayment for the work and time therein spent.

A few words in regard to the course of study of these high schools may not be out of place, and will aid us to a better understanding of the conclusions of this paper.

The controlling purpose of the high school should be to lay the foundations of knowledge merely, to prepare generally for all pursuits, specially for none. The controlling fact in the course of study should be the greatest good of the many pupils, and the many will pass from the high school into the world. Of what value are school days if they help not the days that follow? Something is wrong if school days land us anywhere but fairly and squarely on the road of life. The demand for practical education must be heard, but its claims must be just claims and must be met in wisdom and in great wisdom.

Practical education involves useful knowledge and mental training. Useful knowledge must not dethrone mental training or it will become useless knowledge. Practical education cannot be carried too far without antagonizing the interests of co-education. We must solve the problem of practical education in the light and security of co-education, and thus maintain our laudable position of equal education. The fact that we train for life in the world of to-day, not fifty years ago, lifts us, at least, one department of our common school system.

3. The third function of the high school is to so prepare young people in scholarship that they may become competent teachers of the elementary schools. "Would you change our high schools into normal schools?" No, not that. I have stated that the good of the many should control in determining the work of the high school. It does not follow from this that the good of a large minority is to be disregarded. More than one-half of those who last year enrolled in our county institutes received their training in

high schools. I would provide in the high school course for some training in the theory and art of teaching. The taking of this should be optional with the pupils. In Wisconsin the work of the good old academy has fallen to the public schools, especially to the high schools. Many enter high schools with a view of preparing to teach elementary schools.

In a remote town in my district, last winter, thirty young people, many of them teachers, banded together, paid their teacher and studied the higher branches with view to earning a higher grade certificate. This work was done in the capital county of the state and within the shadow of yonder University. Should the State Superintendent's query find expression in legislation that forbids the granting of a third grade certificate to the same individual more than twice, this third function would secure not only recognition but temporary control by reason of the majority of teachers then found in the high schools. It will mark a prophetic advance in Wisconsin school work when teachers of the elementary schools shall have received the scholarship of the high school. Chapter 325 of the laws of 1883 provides that the course of study in these high schools shall include instruction in theory and art of teaching, and organization, management, and course of study for ungraded schools.

4. The fourth function of the high school should be to prepare students for entering our higher institutions of learning, and especially our State University. This, like the former, is a secondary function of the high school and must neither destroy nor control the primary functions. It is probable that the students for the classical courses must be trained in the few best high schools. It does seem to me that many of the free high schools that are the product of high graded schools can do this additional work profitably and without material loss to other interests. If this is not so, then Professor Huxley has sounded for us the warning that Wisconsin has no system of public education. I agree that a high school course that robs the many of practical education that the few may gain a royal entrance into any higher institution can result in permanent good to neither. The gain of the hour gives the conditions for a large and permanent loss. Let us fully understand

the difficulty here met that we may measure it. In the main the scholarship of one function is the scholarship of all. The exceptions are theory and art of teaching and the languages. To making optional instruction in theory and art of teaching in every high school there can be little objection. The case of languages is different. These are profitable studies only when continued in higher institutions. A course in the languages that begins and *ends* in even the best high schools is a prodigal waste of precious time. In my opinion a course in the languages does not belong to the average high school and does belong to the few high schools best equipped in instructional force. With the limitations stated, the scholarship that best qualifies one to step out into the world also best qualifies one to step up into the higher institutions of learning.

The elementary schools can receive no gain that is not also a greater gain to the state. Nor can the high schools give educated citizens to the state without also giving positive gains to the higher institutions. When any high school has done the very best for itself, in a broad sense, it has also done the best for the university. The cause of best education is a common cause. In a very true sense the best interests of the university are one with the best interests of the high and elementary schools. These, then, are the conclusions of this paper:

First. The high schools should give better and higher instruction than the elementary schools can give and do give.

Second. A good common school education in the English branches should be the controlling factor in the course of study. A high school is only a higher elementary school.

Third. Provision should be made for reasonable instruction in the theory and art of teaching to aid those pupils who may become teachers of our elementary schools. This work should be optional with at least those not intending to teach.

Fourth. When the instructional force is sufficient without material loss to other interests, pupils should receive special preparation for the State University. So far as preparation for classical courses is concerned, this work should be limited to those that can reasonably expect to continue the studies in some higher institution.

A WORD ON READING.

BY P. H. HEWITT, KIEL, WIS.

During the past few years, sweeping and beneficial changes have been made in the methods of teaching language. The old grammar, with its uncompromising array of definitions and principles, has been discarded; and so modest are the writers of new works that within the compass of a few pages they outline a course to be pursued. Not a definition is there to be learned; nothing is there but the most conclusive evidence that in the past we began at the top, instead of at the foundation — began with principles deduced from correct language, instead of teaching correct expression. Modern authors and teachers tell us to speak and write language and correct errors, in order to learn to speak and write with facility and accuracy. We are pleased with the results that can thus be achieved.

But there is another subject; and unless this is properly pursued, we are left with ideas narrow and contracted, information meagre, a vocabulary and manner of expression indicative of defective training. We refer to the subject of reading, the methods of teaching which still linger in the shadows of the past. Vast improvements, we will admit, have been made in the methods of teaching elementary reading as an art; but the object of teaching reading is not that we may be able to call words at sight, but that a taste for studying the works of the best authors may be cultivated. We are greatly in doubt as to whether pupils now leaving our common schools are any better prepared to become the disciples of standard authors than were those of ten years ago. Modern school readers are printed on clearer paper and in better type, are more fascinatingly bound, and the cuts in them are more instructive and pleasing. But the reading matter, except in the primary books, is neither more interesting nor more valuable than that contained in many of the old series. Nor could it well be so.

The next object, after words can be readily called at sight, is to stimulate the pupil with a desire to read — to make him so acquainted with literature that, when he leaves the school, he will

eagerly draw from the fountains ready to serve him. This has been sought to be achieved in the past by introducing magazines, newspapers, and other miscellaneous matter into the school, together with a study of the brilliant selections contained in our school readers. But what do our readers contain? What is the character of the matter found in the miscellaneous periodicals? What have we to expect from a continuation of their use? Our readers give us the grand perorations of such statesmen as Webster; the majestic periods of such orators as Everett; metaphysical extracts from such poets as Bryant; and the melancholy musings of such dramatists as Shakespeare. This is plainly beginning at the wrong end. We will venture to assert that no one ever learned to love a meritorious fragment of one author before he had made a careful study of the works of one or more writers. Who never read a poet, and yet admired the "Psalm of Life" or "Thanatopsis"? Who never read a historian or an essayist, and yet loved the grand flights of rhetoric found in Macaulay and Bancroft, Gibbon and Hume? Who never read any extensive work, and yet became animated with a desire to study Defoe after reading, even in Appleton's Fourth, Crusoe's description of his method of making pottery? It is conceded by all sensible educators, that one book well read is better than a score superficially perused; that he who has read a few standard authors with the greatest care is the person whose mind is the best disciplined, who has the keenest appetite for good literature, and is the most competent to point out the elegancies of old, and discuss the merits of new, authors. Is it not much more rational, then, to take one author into the school at a time, and study him there? Can we not then earlier imbibe the information he has to give us? Can we not then become better prepared to appreciate and comprehend his flights of imagination when we reach them? The selections generally made for our readers are of such a nature "that the strongest eye can not sustain the glare with which facts are illuminated, or penetrate the shade into which they are concealed."

The reading of newspapers and magazines in the school room we do not attempt to disparage. But such a course results in producing nothing save a desire to read for the purpose of becoming

informed on the topics of the day. It cultivates no taste for good literature, and the papers and magazines well adapted are so expensive as to be beyond the reach of the average pupil. When these periodicals have been introduced at all, it has been to relieve the monotony attending the study of the reader, as well as to impart knowledge of current events. Their use should not be discouraged, neither should it be considered amply sufficient to supplement the reader and prepare the pupil for the work before him. If the great volumes produced by years of toil and thought are to be read at all in after life, their study must begin in the school room. Otherwise, they will lie idle on the shelves, or be read only by those who pursue a professional career.

Impelled by the feeling above expressed, we, at the commencement of the present school year, practically discarded the Fourth Reader we had been using only a year, took four newspapers into the school-room, and had each pupil furnished with the first half of one of Dickens's novels. The latter we read in the class, and from the former we require the pupils to bring news regularly. But think you that our pupils, though their average age is not quite fourteen and though their mother tongue is German, read no further than the lesson each day required? Yes, a number went through the first volume and are at work on the second; others are anxious to have the teacher secure the second for them when it cannot be obtained at home; and even the most sluggish are enthusiastic enough to endeavor to see how the victim of Murdstone tyranny "hewed his way through the forest of difficulty." It is not our intention to read any extensive novel completely through in the class, but to continue long enough to teach them how to read and to lead them to the threshhold of interest. We shall soon introduce another of Dickens's works, and unless we become convinced that our present views are false and hurtful we shall, before the close of the year, set our pupils to reading the Child's History of England. With the results thus far achieved we are flattered and feel that the amount of reading we can in this way do will mould the reading character of our pupils and be productive of habits that would never be generated by the study of the Reader or by the mere suggesting of books to be read.

SPECIAL REPORTS OF COUNTY SUPERINTENDENTS.

J. T. LUNN—SAUK COUNTY.

Though the schools of this county can not in any absolute sense be said to be very flourishing or prosperous, yet, comparatively, they may be phrased as moderately satisfactory; for, as a rule, they are characterized by civility, industry and order, and what the teachers do not know thoroughly enough to teach *well*, they teach *widely*.

Again has a deficiency of properly qualified teachers necessitated the licensing of unqualified, inexperienced ones to take charge of about a third of our schools; and the conditions of the labor market and our social tendencies will long tend to perpetuate temporary teaching and a consequent humble elementary work in country schools: and any scheme of improvement must recognize these as essential factors in its limitations, or come to naught. It is doubtful whether higher wages, that panacea of most superintendents, would stimulate enough teachers to fill our schools to educate themselves up to the desired standard of scholarship and skill, as there seems to be but a small fraction of humanity that aspires to educate itself above the minimum of dollars and cents, to the heights of intellectual culture and enjoyment; which explains why raising the standard for certificates seems to neutralize itself by presenting to youthful minds what seems an insatiable requirement, from which most applicants generally shrink away to some line of less resistance to their bread and butter, and it also explains why so few apply for the higher grades which may be secured by a few years continuous self-improvement which is so rarely seen.

An institute of one week at Reedsburg, last April, was attended by some 80 members, who were instructed by the county superintendent in certain items of the course of study which teachers are apt to neglect or to distort.

Our Normal institute of two weeks in August, though in charge of Prof. Hutton who most kindly and thoroughly did thoughtful, acceptable work, was the smallest in numbers and the most unprofitable of any for several years past, in part due to its ill-chosen

time in the press of harvest, and in part to the lack of drumming up an attendance by the superintendent, who is weary of being charged with using official pressure to propel teachers to do reluctantly what their own animus should impel them to do willingly.

The county and local associations held many sessions, and have accomplished proportional good in discussing pedagogical principles and practices and in stimulating individual activities; but they would be augmented in efficiency were the increasing large ratio of female teachers to assume their due responsibility and initiative, and to disobey Paul's injunction about not speaking out in meeting more, and by teachers of graded schools being animated by more of a missionary spirit to do good to their brethren and the public by agitating educational issues for the common good.

Here there is an echo of a sentiment that seems crystalizing outside the county that ordinary institutes and associations are not good enough for graded school teachers to whose professional, social and personal eminence separate sessions are due, and this seems fostered by leaders who should be sharp enough to see that county and graded teachers are already too far apart for their relative merits and the public economy; and that this secession movement is based on a selfish phariseeism to exempt certain castes from contact with, or aid for their less fortunate fellows for whom they should break, instead of with-hold, the bread of pedagogic life.

During the year but four normal nominations were made, instead of ten or twelve times four as our needs demand; for with due deference to those who assert that normal schools are humbugs I must attest that all of our normalites have returned much better teachers than when they went away; and if like results would follow, it would be better for us if far more went. * * * A one-year course with due certificate compensations should be proffered to such as are financially or otherwise debarred from attempting a longer course, who, on certificate for five years, would be almost insured to the public for that time in large numbers.

The Course of Reading for Wisconsin Teachers has in this county secured the perusal of over a thousand volumes (counting each reading of a work on the list) that would not have been read

but for it, a result that far more than compensates for the little thought and trouble it occasions to me.

The majority of the committee compiling the list made a grave mistake in not limiting the maxium price of any one work to 25 or 50 cents as recommended to popularize the purchase of the entire list by each patron, as many now avoid the higher priced works.

The course of study, though seldom officially adopted by the boards of country schools, is so generally worked and accepted as to continue but few denunciations as being an impracticable innovation, but has taken its place as an item of daily routine with the mass of teachers, as but a few outsiders and conceited antiquaries reject or neglect its percepts, and many weaker members center their hearts on grading the pupils more than on *evening up* each in his branches, as nine-tenths of all country pupils are now grouped by forms, though many continue to skip as much as ever. Having now passed the travail of introduction, inertia and opposition, our future work is to guide and perfect the workings of the course. On the whole, it has already caused a marked, though not extravagant, increase in the number of pupils *not skipping* the items and branches formerly neglected, enough to compensate for all the trouble it has occasioned me, and to promise well for its intelligent continuance.

It is matter of amusement and amazement that so many superintendents magnify the difficulties and distort the workings of the course, as mixed books, changed and youthful teachers, irregular, backward attendance and short terms need not annul, though they may retard the benefit of the course, the main idea and measure of which is that henceforward pupils should master things which they have in the past skipped, and that grouping pupils by forms is a mere side issue *which may be omitted* if it diverts from the central thought of evening up each pupil in his individual branches.

That the course is *not* evening up thousands of skipping pupils throughout the state is chargeable to superintendents and institute conductors, many of whom are more repellant to any new departure, and more afraid of this course than are the country school teachers themselves.

As the compulsory attendance law is about as dead letter an act as it well can be, the sooner it is repealed the better for all will it be, as a law universally avoided or disregarded by citizen and offiicial leads to disrespect for law in general, however beneficent. Like many other laws this defeats itself by making prosecutions more burdensome to the innocent official than to the guilty transgressor, so that until some self-acting or impersonal prosecuting law is enacted, absenteeism will flourish in homes of ignorance, vice, greed and shiftlessness despite the rules and regulations of superintendents and boards, whose admonitions and entreaties fall flat on uncaring ears. Statistics should show the number of children of 7 to 15 years who have attended school the full term demanded by the compulsory act, and not their mere enrollment, which clouds more than it clears the need of any act at all.

Seven good frame school houses approaching completion for the coming winter term and numerous orders for various items of apparatus and furnishing prove that our little world does move in a material way, as I hope it may in the educational.

O. E. WELLS — WAUPACA COUNTY.

The past year has not been without encouragement to those interested in the advancement of the educational interests of the county. Eight new school houses have been built during this time. Two of these are in districts newly organized, one was required by the burning of a building that had been recently repaired at considerable expense, and furnished with patent seats, while the other five replace structures which the good taste and enlightened sentiment of the communities pronounced unsuitable for school purposes. Many others have been repaired so as to increase their comfort and convenience very materially, and some have been so renovated as to render them almost equivalent to new ones. Excepting in a few instances this has been accomplished without the necessity of official constraint, and, whatever influence the circulars issued from this office relative to the subject may have had in awakening this activity, all praise is due to the intelligent public spirit which demands better accommodations for the schools.

An addition has also been made, at a cost of $1,069.45, to the

school house at Clintonville for the use of the free high school organized and opened there at the beginning of the year. The city of New London has voted to organize a free high school and provide suitable buildings for its occupancy. The organization is already completed, the structure in process of erection, and present indications seem to warrant the expectation that it will be highly creditable to the city and an important factor in the educational facilities of the county.

Accompanying the material prosperity of the schools comes the repeated, earnest and persistent demand for better teachers. Better not only in literary training, but in efficiency of management. "Send us a teacher who can control our school — one that you can stake your reputation upon"—is the request that most perplexes the superintendent and causes him to tremble for his reputation; and yet it augurs much of hope for the future, since it betokens on the part of district officers an active and intelligent interest in the welfare of the schools.

The experiment has been made of sending a written report to the clerk, frankly stating the actual condition of the school as revealed during my visitation, and the success met with seems to justify its continuation. It is believed that the attention of school officers thus directed to their duties has awakened their interest, enlisted their sympathy, and secured their co-operation in a greater degree than would have otherwise been the case. The circular relative to the examination and licensing of teachers published by the state superintendent in the Journal of Education for November, 1882, and March, 1883, have been combined, printed and distributed to school officers and teachers, exerting a most wholesome influence in regard to this responsible and delicate obligation of the superintendent. The enormous pressure heretofore brought to bear upon him to aid incompetents in avoiding the plain requirements of the law is relieved, and his time and energies can more profitably be devoted to other important interests.

The course of study received a very large share of attention during the year, although no constraint was put upon the teachers in regard to its adoption. Its thorough distribution was carefully attended to, the use being made of it was one of the chief topics of consultation in my official visits, and all were admonished to be

ready for its adoption in the immediate future. The newspapers throughout the county kindly offered me the use of their columns, and through their assistance much valuable information culled from every available source, was circulated. In this way the scope and purpose of the plan were made intelligible to the public, and specific directions for its operation were made available. A circular was issued from this office urging its claims upon teachers and district officers. An attempt was also made, preparatory to its introduction, to secure greater uniformity of text-books, and a list of books from which to choose was recommended. By these means a healthy public sentiment was awakened. But *sentiment* without *action* never accomplished any one's salvation; and action being loath to manifest itself, recourse was had in the spring to the superintendent's last resort — the examination. The results can best be described by adopting the words of St. Paul: "What earnest care it wrought in them, yea, what clearing of themselves, yea, what indignation, yea, what fear, yea, what longing, yea, what zeal, yea, what avenging!" They have not, however, all "approved themselves to be pure in the matter," although many made the attempt and have done excellent work under the course. At the examination just held for the ensuing year all were pledged to its adoption, and a system of reports has been prepared which will insure thorough supervision of its working. The success of the undertaking will be watched with anxious care, but not with the expectation of immediate and complete victory.

While fully persuaded that the teachers of this county do not rank below the average throughout the state either in capacity or intelligence, there is yet no subject connected with my official duties that causes so much anxious concern as the better qualification of our teachers. This, however, is not occasioned by a general unwillingness of the teachers to improve their attainments. There are no adequate means for improvement accessible to them. Oshkosh is very easily and quickly reached from any part of the county, but it does not follow that the requisite facilities for the training of teachers are furnished by the proximity of a Normal School. Many have resorted to it for instruction, but the expense incident to attendance and the rules governing their admission compel them to leave long before they obtain that for which they

most sought its aid. "At least one term in all the 'Third Grade' branches" exhausts the time and means at the disposal of the applicants before they arrive at any fair proportion of the legitimate normal school work. School management, didactics, and kindred topics are at the end of a race which but few can run. * * *

When we consider that the cost of these schools to the state is but a small fraction of the expenditure on the part of those who attend them, it will not appear surprising that no remarkable exodus of teachers to them has occurred. The frequent appeal of teachers to the superintendent for advice as to the best school for them to attend does not furnish so ready a reply as the liberal appropriation of money in their behalf by the state would seem to warrant.

The possibilities of assistance begin to appear from another quarter. Heretofore the high schools have not been organized or conducted with any direct reference to their ultimate, or even reflex, influence upon the teachers of our common schools. And, however well they have met the local demands, they have offered no inducements to teachers except in the direction of literary culture. By a judicious adaptation of their courses of instruction to fulfil the requirements of the new law they may do much to satisfy the urgent appeals for better instruction.

It is not impossible that the vicious tendencies of many of our educational methods are responsible for some portion of the deficiencies of teachers. It is often said that there are fashions in education as well as in dress. If there is either sense or propriety in the statement we must have reached the day of high heels and Grecian bends, bustles and bangs, in our methods. The intellectual pabulum of the pupil must be masticated for his deglutition, as if to obviate the pains of cutting teeth. All obstacles must be reremoved from his path and no difficulties must be overcome. The hard problems are to be cut out of his arithmetic, his history reduced to story telling, and "oral teaching" and "object lessons" sandwiched in to fritter away his time. An insane crusade has been carried on against oral spelling that has resulted in no spelling. A headlong plunge into the slough of "language lessons" has nearly swamped the thorough mastery of the English lan-

guage. Pupils have been taught that there is now no such thing as the subjunctive mood, and the result is that not one in twenty can tell what the sentence "If I had a dollar I would give it to you" asserts, as to the possession of the dollar or the giving of it. From the clamor over the conjugation of verbs but few are able to tell why certain parts of verbs are called "principal parts" or how the passive voice is formed. The perception which discovers marvelous perfection in Greek verbs with their augmentation, reduplication, inflectional endings, voice, mode and tense signs, and compound forms, and yet sees only absurdity in the compound forms of an English verb, may be very acute, but it is too fastidiously critical to be profitable to the teacher. Senseless fear of a latinized grammar has substituted contemptible slop-work for the thorough investigation of the laws of expression. It is needless to multiply illustrations. The examination discloses the fact that the residuum of ordinary "oral instruction" is, in the metaphor of Sophocles, thinner than the shadow of smoke. There is too much highly wrought theorizing over the distinction between education and instruction. Unless the silk-worm *instruo* his laboratory by frequent repasts upon the leaves of the mulberry he cannot *educo* the beautiful thread for our much-prized fabrics. No more can the teacher *educo* the faculties of a child while neglecting to *instruo* his mind with material for its assimilation. The fact is, that from the time the pupil enters school until he graduates from the university a very large part of the teacher's obligation to him is the giving of instruction, and that education will be the most complete and useful in which *educo* is accomplished by means of *instruo*. He also will be the best educated who has learned to surmount difficulties for himself, and to obtain knowledge, both from the printed page and sustained, laborious and patient thought. Our schools need more of common sense and less of idle prattle about following in old ruts. A well beaten path is not necessarily a rut, nor more dangerous to tread than an aimless ramble over trackless fields. Nor can the modicum of knowledge that will suffice for the barest necessities of the citizen be the limit of the work attempted by the common schools until the mass of teachers is obtained from higher institutions of learning.

A. F. WARDEN,— SHEBOYGAN COUNTY.

Compared with the work done, the interest manifested and the general educational status of the state at large, Shebogan county's educational affairs are fairly prosperous and reasonably satisfactory, far as they unquestionably are from what they should be.

That the schools of Sheboygan county are not what they should be, favorably as they may and do compare with those of other counties of the state, will hardly be disputed by any one, and the fact is perhaps needlessly stated. That their condition and character is such as it is, is fairly attributable to the lacking interest of the public in their general welfare, parsimony of maintenance, and the poor and inadequate qualifications of the great mass of instructors. Generally stated the public has or takes little or no concern in the schools, the character or style of the school-buildings, the convenience and suitableness of the furnishings, the pleasantness and salubrity of surroundings, and, most serious of all, the character and amount of work done, and the educational results obtained for the money expended. And while all this and more is true of the public it is exceptional and perhaps unreasonable to expect to find competent and conscientious teachers — teachers who can and do rise above the mere pecuniary benefits their occupation affords, and who are in some measure impressed with a realization of the sacredness and responsibilities of their calling. This criticism is not peculiar to Sheboygan county, but applies in a greater or less degree to the cause of education throughout our whole broad commonwealth. There is no disguising the fact that our schools are not what they should be, nor yet what we might reasonably expect for the money expended, and different from what they might be, were our citizens to more directly and earnestly concern themselves in their behalf, thoroughly acquaint themselves with the school-work, and provide a more generous maintenance. These are shameful and grating confessions to have to make, but a regard for candor rather than an idle boast compels their utterance.

The public elects the school-board, the school-board hires the teacher, and then both public and board leave the school to the teacher, who, not altogether unreasonably nor unjustly, views the importance and responsibilities of his work by the attention which

it attracts from his employers and the measure of compensation which he receives. The compensation being meagre, the instruction is immeasurably more so, as might be expected, and the result is the condition of school affairs which actually exists, a condition that cries aloud and unmistakably for reform! Good wages do not necessarily secure competent intructors, but there is nevertheless a compensating balance between the measure of service performed and the price which it commands in the market, which is as true in the field of pedagogics as in the more physical and perhaps less skilled employments of the world at large. And it is hardly to be expected that the best and most intelligent element of society will seek employment in educational work, when less competency brings surer and better rewards in other pursuits. There must be an equivalency between the service and the remuneration, and until there is our schools must remain in inferior hands. A change will be attended with increased expense, but what more warrantable pretext for public expenditure? The reality of the above finds a too practical illustration in the fact that fully seventy-five per cent. of our schools are in the hands of females, and the average age of the public school instructor is twenty-two years. Females, the poorest paid sex, and those lacking maturity of years being entrusted with the instruction of the youth of our state, through the parsimony of school maintenance. We would not be understood as taking exception to female instruction, and we have only alluded to the sex as a class for the purpose of an illustration.

Appreciating these facts which are unavoidably thrust upon the attention of a County Superintendent, we have attempted in part to remedy the evil in our own county by rigorous examinations, thus limiting the number of teachers, lessening the competition for employment, and thus, while securing the better element of teachers, also force remuneration to a point more nearly on a plane with the higher grade of service thus secured, in the hope eventually of attracting and encouraging a better grade of talent to seek employment in the schools of the county with the certainty of appreciated labors and a recompense commensurate with the work performed. In this we have been reasonably successful, though the progress has been slight. The average wages paid teachers in the county in the year 1881 as shown by the official

report of our worthy predecessor, Mr. B. R. Grogan, were, male, $37.70; female, $23.40. This has been increased during the two following years to $40.25 and $25.65, respectively, as shown by the report transmitted herewith. The showing is slight, far less than we had hoped, but is still gratifying, as being a step, perhaps, if not a stride, in the right direction. The work will be persisted in and the examinations during the following year will be continued to be made severe tests of attainments, and we trust with more marked results in the increased compensation paid to teachers.

We have repeatedly visited the schools of the county during the year, our aim being to see the work of every teacher every term of school, and despite bad weather and worse roads, at times, we have been enabled generally to accomplish our purpose in this respect. The certain uncertainty of our calls has exercised a wholesome effect on a certain class of teachers, while the frequency of visits has enabled us to note the progress of classes and the attention paid to criticisms and suggestions.

The annual Teachers' Institute, occurring the last two weeks in August, was held at Sheboygan Falls, and was conducted by Prof. L. D. Harvey, City Superintendent of Sheboygan, and Prof. W. J. Brier, Principal of the Plymouth High School, both capable and practical educators. The work was eminently practical and was concerned more with methods of instruction than with affording academic advantages, and was consequently of incalculable benefit to the greater number of those attending. In addition to this work an attempt was made to familiarize the teachers with the Course of Study prepared and issued by the State department of instruction. The apparent difficulties in the way of its adoption and practical workings were explained away, and the benefits thereby to be obtained were plainly shown and impressed upon the teachers. This work we have supplemented by circulars since issued, and we hope to report progress in the practical adoption of the Course of Study another year. There were one hundred enrolled, the daily attendance and the interest manifested by the teachers in the work being for the most part all that could be desired. However, the Institute was not sufficiently attractive to generally call out the poorer element of teachers who find too ready pretexts for remaining away from the Institute.

The county has four excellent high schools that are accomplishing a grand amout of excellent work and have attained a distinction such that the citizens of the county may well feel proud of them. The high schools of Sheboygan, under Prof. B. R. Grogan; Sheboygan Falls, under Prof. B. F. Anderson; Plymouth, under Prof. W. J. Brier, and Glenbeulah, under A. W. Burton, are models of instruction, wisely and generously maintained, with few or no superiors in Wisconsin, and are doing an inestimable work for the young men and women of the county who are attracted in large numbers to take advantage of the opportunities which they afford for advanced and superior instruction.

The general details and summaries of our report suggest much in an educational way that indicates only too plainly a too lax public interest in the welfare of our common schools. The showing is provocative of serious comment and reflection; however, the statistics themselves are sufficiently real without explanation, and their perusal will suggest all that comment could offer.

W. G. GITTINGS, RACINE COUNTY.

During the last summer vacation three substantial new school houses were built in Racine county. Two of these are frame buildings and one is built of brick.

Most of the school-houses of this county are favorably located, being near the center of the districts and in healthful localities. Since my last annual report several school sites have been enlarged and enclosed.

Last year all except eighteen of our school-houses were in good condition. We are pleased to report that several of the eighteen school-houses that were last year in bad condition have lately undergone general repairs.

Most of our schools are supplied with patent desks, and the number is constantly increasing. Eight districts in the county purchased patent seating during the last vacation.

The school-houses built during the last few years have not only been provided with proper means for ventilation, but considerable attention has been given to style of architecture, furniture and convenience of internal arrangements. * * *

Few of our schools have been lately supplied with "The People's

Cyclopedia," others with maps or charts, or other articles in the line of school apparatus.

During the year one hundred and nineteen persons were licensed to teach. Of these twenty-five are male and ninety-four female.

We believe that the teachers of this county are making commendable progress in increased knowledge and the ability to organize and govern.

It is our rule, when satisfactory evidence is given of not being able to attend the public, to grant special examinations, when a competent teacher can be secured by so doing. But few of such examinations have been granted, however.

In compliance with law, two public examinations were held last year in each of the three inspection districts of the county, at which there were one hundred and sixty-two difierent persons examined. Of this number more than thirty-six per cent. failed to pass the required test.

The work of these public examinations has been mostly written. The number of applicants in attendance being generally too large for one person to examine orally in the time usually allotted to such examinations. We have required our teachers to write with pen and ink; and the writing, spelling, punctuation, and the arrangement of the work in the papers submitted have always had a bearing on the applicant's standing.

Our teachers' institute for 1883 was held at Burlington, commencing August 20 and continuing two weeks, and was a success in every particular. Prof. E. R. Smith, of Burlington, and Miss Etta Carle, of East Troy, conducted the institute the first week, and Miss Carle and W. J. Desmond, of Milwaukee, the second week. The course of study for country schools was made the basis of the work at our institute.

Sixty-five of the ninety-three members of our institute were actual teachers. Eighty-three teachers are required to teach our schools.

On Wednesday evening of the second week Prof. J. W. Stearns, of Whitewater, delivered a most interesting and instructive address on "The Old and the New in Education."

About twenty of our schools have adopted the course of study. More attention will be given to this work next year.

As yet, but one examination has been held in the county for pupils who have finished the course. At this meeting there were seven applicants for certificates, four of whom passed the required tests.

School boards generally are derelict in their duty in visiting schools. In my visitation of the schools I have often succeeded in getting one or more members of the board to go with me to their school. In some districts interest in education seems to be general, while in others very little interest is manifested.

According to reports more than 86 per cent. of children between the ages of seven and fifteen years in this county attended school during the last year. Hence we claim a large attendance.

The records kept in most of our schools have consisted of the names, ages and attendance of pupils.

In a circular issued to school boards previous to the last annual school meetings we urged the necessity of more complete records, and recommended the Lunn Register for use in our schools. We have no means now of knowing how many districts have purchased this register.

During the coming winter we expect to hold several teachers' meetings in different parts of the county. These meetings, last winter, were generally well attended by teachers. A joint meeting for Racine and Kenosha counties, held at Union Grove, was attended by teachers and patrons. State superintendent Robert Graham was present and delivered an instructive address.

HOW TO GOVERN THE BOYS.

This is the unsolved problem with many teachers. We do not hope to solve it, and shall be amply repaid for this effort by the consciousness of having suggested some conditions upon which its solution must be based. The boy is governed, in the sense in which we are using the word here, when he yields obedience to the laws of the organization of which he is a part,—viz., the school. The government is of the highest type when he yields that obedience cheerfully and without compulsion,—when his conduct is self-regulated. But this is an unrealized Utopia in the realm of school teaching. When realized there will be little need of the school-

master. The fact is that the typical boy must be governed largely by influences from without.

But a prime condition of his easy government is that he see the reasonableness of the obedience required. When a boy is old enough to be hard to govern he is old enough to have convictions. Those convictions must be brought over to the side of the schoolmaster. He must see that the requirements are not the arbitrary commands of the teacher, but that they inhere in the school itself. That the purpose for which the school is instituted involves within it the laws to which each part of the school must yield obedience. There are certain laws to which the teacher must be obedient. He is as much subject to the law of the school as the pupil. He discovers and states these laws, but he does not make them. This is an important thought, and when properly understood tends to bring both teacher and pupil into closer sympathy.

Having shown the reasonableness of the requirements, and thereby won the boy's convictions to the side of obedience, it is important that he have a fair chance when viewed from his own standpoint. The teacher must, in this, stand upon the boy's plane and adopt such methods for the enforcement of laws as shall commend themselves to the boy's sense of justice. When he sees that the requirement is natural and not artificial,— that is, that it inheres in the nature of the school and is not something that the teacher has made,—and that fairness and justice are the governing principles in its execution, he will be easily governed. These two allies working within, and reasonable watchfulness and decision on the part of the teacher, will secure ready and cheerful obedience when the mental atmosphere is clear of storms and there is enough work to do. But in the torrent and tempest of passion something more is needed.

The average boy admires decision. It suggests power, and he is a great worshiper of power. For weakness, either mental or physical, he has only contempt. But power which so manifests itself that he recognizes it, awes him.

He also admires courage, especially moral courage. He respects much more the teacher who will pleasantly but persistently say "no" when that is what he ought to say, than one who can be wheedled into saying "yes" when he ought to say "no." To deny

requires courage; how much, he knows best who has resisted the appeals of pupils that he loved.

Our boy hates sham, or cant or pretense. When he detects these in his teacher they color all of the teacher's actions.

He has a well defined code of honor which the teacher must respect. He will endure any amount of punishment before he will inform against a comrad. The boy who has not been injured by bad treatment will tell the truth in regard to his own misdeeds, unless he is inherently mean, but he will stop there. It is his highest conception of honor, and should be respected. He does not see that it is best for the offenders and for all that those who offend should be brought to justice. And not seeing this, if compelled to inform he is forced to act dishonorably, and is conscious of meanness and cowardice in yielding obedience.

That a boy has this sense of honor is encouraging. It is the beginning of that higher sense of honor which education is to develop. The boy appreciates being treated with respect and as a gentleman. However disrespectful himself, he admires and is gratified by respectful treatment from his teacher.

The teacher must meet the boy upon his own plane, but it is not meant by this that the teacher is to be a boy. He is to remain the teacher always, whether in school or out of school. The notion that the teacher-relation is to be put on or off like a coat is a pernicious heresy. He is ever to be the leader of the boy. Out of school his leadership is silent and unauthoritative, but none the less influential.

The boy admires rigid discipline when it is reasonably enforced. He may resist and rebel in moments of passion or overpowering impulse, but he accepts merited punishment without any diminution of respect or love for his teacher, when judiciously administered. That teacher is very much mistaken who expects to win the esteem of the boys by shutting his eyes to faults that they know should be corrected.

The type of school government is that of a monarchy. The teacher discovers, formulates and enforces its laws. He is greatly helped in the enforcement, as we have said, by securing the conviction of the pupil that what he states to be the laws of the school are such. He cannot shift this responsibity upon his pupils. They

are immature and irrational, and one means of developing them into rational beings is by enforcing rational conduct.

We remark in this connection that the commanding duty of the teacher is to enforce obedience to the laws of the school. Obedience to righteous authority is the lesson of transcendent importance which the school should teach, especially so since neglect to teach this lesson in the home is so general. From the rigid family discipline of a century ago, we have passed to the other extreme of little or no parental control. Well meaning people are saying to themselves, "I wish my children to have an easier time than I had. My childhood was one of toil, with little to amuse. I wish my children to have a happier childhood." So the children are allowed to direct their own actions.

It is falsely assumed that a happy childhood can be gained by allowing the child its own sweet will; whereas its happiness can only be secured by rational control of its impulses and caprices. The essential lesson of childhood is obedience. This is the only basis upon which a worthy character can be built.

Our earnest exhortation to every teacher is,—"Govern the school. Secure obedience to its laws." We have suggested some thoughts that should determine the method. But tyranny is better than anarchy. A hard and unsympathetic control is better than no control. Those whose childhood was subjected to hard and unreasonable exactions may deprecate the needless severity, but they are grateful for the habits which that rigid discipline compelled them to form.—*Indiana School Journal.*

PROF. FELLOWS' LECTURES.

Prof. Fellows, professor of didactics in the Iowa State University, has been delivering a course of lectures among the institutes. The following synopsis of his subjects and the way in which he treated them, we copy from the reports published in some of our exchanges:

HOW TO SUCCEED AS A TEACHER.

1. Secure attention.
2. Give new information.
3. Call back what you give.

4. Never commit to memory what is not understood.
5. Do not teach too much at once.
6. Help as little as possible.
7. Criticise as little as possible.
8. Complete every lesson daily.
9. Inspire zeal.
10. Be what you would have your scholars to become.

HABITS.

1. Definition of habit.
2. Chief object of education to form right habits.
3. Human actions determined by instinct; habits; motives.
4. Kinds of habits. Physical; intellectual; moral.
5. Forms of habit. Active; passive.
6. Right habits make labor easy. Lessens attention; shortens process; avoids waste.
7. Strength of a habit, first a spider's thread, then a cable chain.
8. Condition of forming habits. Time; repetition; pleasure.
9. We must form habits. Natural tendency to imitate; importance of first action.
10. Conflict of habits. Physical; moral.
11. How to cure bad habits. By forming a counter good.

ATTENTION.

1. Its importance. It quickens each faculty. The chief difference between the learned and unlearned is due to the power of attention, is a test of a teacher's success.
2. How weakened. Too many subjects at once; too difficult subject matter; too easy and familiar subjects; too long recitations; too severe government; too great a subject.
3. Inattentive scholars classified. Feeble minded; sluggish; volatile; timid; quick or clever.
4. How to secure attention. Resolve to have it; remove all obstructions; win, not compel, attention; have command of the subject or lesson; stand in range of vision so as to see and be seen.
5. Make instruction pleasing and attractive.
6. Vary the exercises — a change will rest.
7. Vary motives — motives bear the same relation to the mind as motors to matter.
8. Cultivate attention till it becomes a habit.

SCHOOL GOVERNMENT.

1. The object of government. For school work; for discipline; for society.

2. Forces. Prevention, "To keep the imp of mischief out of school, set up the angel of work;" personal; moral; intellectual; physical.

3. Classify offences. Those resulting from ignorance; those resulting from carelessness; those resulting from extra activity; those resulting from evil associations; from love of fun; from maliciousness.

4. Discipline. Respect the scholars; govern self—no serious offense should be adjusted till the next day after the offense—never force a confession; use great deliberation in administering punishment; consider motives, not results; never magnify a crime; encourage rather than blame; administer corrections in private when possible; induce self control.

5. Discipline educates.

ART OF QUESTIONING.

1. Preparatory and preliminary questions. Awakening an interest; refresh memory; win attention; learn what the student knows; create an appetite and desire to know.

2. During the lesson ask none but important questions; prepare questions before coming to class; prepare them with some definite end; keep alive the pupil's curiosity.

3. At the close of lesson, review. To fix in the mind of the pupil what has been passed over; to test knowledge of subject taught; to create a desire to know more of the subject.

4. What constitutes a good question? Clearness; be concise; give no information; give no question which will admit of the answer, yes or no; give a question which occasions some mental process.

5. What constitutes a good answer? Completeness; thoughtfulness; distinct and correct language.

6. How should answers be received? With encouragement; make the most of the answer given.

MORAL CULTURE.

1. Importance of. For happiness; for intellectual success: for society.

2. Moral culture neglected. Claimed that intellectual culture will secure moral; not distinguish between moral, religious and sectarian teaching; greatest need of society is character; conscience.

3. Facilities in school for moral culture. Indirectly, an orderly school necessarily trains to habits of morality; directly, teacher's opportunities.

4. Rules for moral culture. Do not obtrude; do not give moral lectures; teach positive, not negative; do not by warnings create a desire to do evil; deal with child duties.

5. Proper motives. Not fear, this alienates from virtue; right feeling, pleasure to do right; appreciation; do right; approbation of parents and God.

6. Influence of teacher's character. No hypocrisy here; influence of mind on mind, character on character; as the diamond brilliant can be polished only with diamond dust, so pure and noble characters in pupils can be developed only by pure and noble teachers. You must be what you would have your scholars become.—*Iowa School Journal.*

RULES FOR TEACHING.

Translated from Diesterweg.

I. With Regard to the Pupil.

1. Teach naturally.

2. Regulate your teaching by the natural grades in the development of the growing individual.

3. Begin teaching at the standpoint of the pupils; guide them from there onward, steadily and thoroughly, without interruption.

4. Do not teach what is in itself nothing to the pupil when he has learned it, nor what will be nothing to him at some future time.

5. Teach intuitively.

6. Proceed from the near to the remote, from the simple to the complex, from the easy to the difficult, from the known to the unknown.

7. Follow in teaching the elementary method (inductive from particular to general), not the family scientific method (deductive from general to particular).

8. Follow, above all, the psychological aim, or the psychological and the practical at the same time. Rouse the pupil through the same topic presented from as many points as possible. Combine, especially, knowledge with ability, and exercise the knowledge until it is shaped by the underlying train of thought.

9. Teach nothing but what the pupils can comprehend.

10. Take care that the pupil retains all that he learns.

11. Do not simply train and polish; education and discipline are not for this, but to lay the general foundation on which to build the character of the individual, the citizen, and the nation.

12. Accustom the pupil to work; make it for him not only a pleasure, but a second nature.

13. Recognize the individuality of your pupil.

II. With Regard to Subject Taught.

1. Apportion the matter of each subject taught from the standpoint of the pupils, and, as indicated above, according to the laws of his development.

2. Dwell especially on the elements.

3. In the establishing of derived principles, refer frequently to the fundamental ideas, and deduce the former from the latter.

4. Divide each step into definite steps and little wholes.

5. Point out at each step some part of the following, in order that the curiosity of the pupil may be excited without being satisfied; proceed so that no essential interruption shall arise.

6. Divide and arrange the subject-matter so that, where it is practicable in each succeeding step of the new, the foregoing may appear.

7. Connect those subjects which are especially related.

8. Go from the thing to the sign, and not the reverse.

9. Be guided in your selection of a method by the nature of the subject.

10. Arrange the subject taught, not according to a special scheme, but consider constantly all sides of it.

III. With Regard to Outside Circumstances of Time, Place, Order, etc.

1. Follow up subjects with your pupil successively, rather than together.
2. Take into consideration the probable future position in the life of your pupil.
3. Teach with reference to general culture.

IV. With Regard to the Teacher.

1. Strive to make your teaching attractive and interesting.
2. Teach with energy.
3. Make the subject to be learned palatable to the pupils; and require, above all, a good utterance, sharp accent, clear statement, and thoughtful arrangement.
4. Do not stand still.
5. Rejoice in development or progress; first, for yourself; second, for your pupils.—*N. E. Journal of Education.*

THE ROAD TO LEARING.

There is "no royal road to learning," says an old school maxim: and the maxim, as commonly interpreted, means far more than it expresses. It means not merely that the road to learning is the the same for king and subject, but that it is, like the way of the transgressor, hard. It is rough and thorny; there are birches by the wayside; there are vales of tears to pass, and sloughs in which to wallow, and rugged steeps to climb. There are few attractions along its course, no allurements in front; only force behind, urging the weary and heartsick traveler on and on up the mount of knowledge. Ask the average schoolboy in the average grammar school if this is not a good description of the road to learning, as he has found in his experience, and if he is candid and is free from restraint, he will answer, "Yes." He is never happier than when he has escaped from it into some by-path, where he can roam at will

out of the horrid shades of "jography" and "rithmetic" and grammar, and out of the "master's" sight. He hates study. Whatever pleasure he has found at school, has been found in the playground, and not among the books and benches.

This is the schoolboy's road. But is it the only road? Is it even the common road? Let us consult our own extra school experience for an answer. How much of our knowledge was derived from text-books by that painful process known to the schoolboy as "study?" Let us see.

First comes the knowledge of our own language — a knowledge the small beginnings of which are beyond the reach of memory. How have we gathered it? Not from text-books; in the common phrase, we have "picked it up." That is, we have acquired it through observation, voluntarily, by our own wits, unaided by any task-master. From the day we first began to lisp, we have been pursuing this pathway to learning, with eyes and ears open for the reception of useful facts, and brain ever performing its digestive functions, and yet we have not been conscious of a moment's weariness. To be sure, at one point on our way we encountered Lindley Murray; but that was so long ago that the unpleasant vision has faded almost out of mind. Then we have a fair knowledge of geography; but, beyond the bare outlines, very little of it was obtained from Mitchell or Cornell. It is true, we went through the regulation school course; but of the hundreds of thousands of names of rivers, towns and mountains which we spent hours in memorizing as "lessons," only now and then one of exceptional importance has been retained. The rest have passed irrevocably out of mind. The great bulk of our present geographical knowledge has been derived from travel, from conversation, from miscellaneous reading, and the facts of which it consists have been remembered *because they interested* us, and therefore so impressed themselves on the memory that they could not be forgotten.

So it is with our knowledge of history, of national manners and peculiarities, of the sciences; the acquirement of all this knowledge has been a pleasure and not a pain. We may have consulted text-books, but not until a desire to learn had been awakened and study had become for us play, not work.

Now, why should the schoolboy's road be hard and unattractive,

while the grand highway to knowledge is easy and delightful? Is it not, after all, possible that we are forcing him along an artificial road, an unnatural course, badly devised by bungling, although well-meaning constructors? Do we not impose upon him unnecessary labor in requiring him to memorize facts, which, facts though they are, are valueless to him because forgotten as soon as the lesson has been said? No child, unless he is a complete idiot, is devoid of memory, and therefore too dull to learn. But not even the brightest child will long retain in memory a fact in which he takes no interest — which is memorized merely as a task. Why, then, waste time and labor and patience in beating into the child's brain repulsive knowledge which is certain to be rejected?

Let us attempt rather to teach him so far only as his interest can be carried. Whether the subject be geography or history or grammar, make it attractive and he will learn of his own free will. Herein lies the secret of successful teaching. In short, to return to our figurative speech, let us take the child along the road which we are ourselves traveling; act towards him as a friend and guide, not as a driver; point out to him the objects of interest along the route — innumerable things which, left to himself, he would overlook, or which he can see only while we hold him up; keep his curiosity aroused, and he, not we, will be questioner.

Thus we shall pass along the road together, teacher and pupil, chatting pleasantly, and, despite the old maxim, we shall find it a "royal road."— *Penn. School Journal.*

GENUINE TEACHERS NEVER FORGOTTEN.

It was Commencement day; the graduates were receiving the congratulations of their friends, when a Professor overheard the remark: "There goes the old professor; it is the last we shall see of him and his musty old papers." Sadness filled his heart, and he said afterwards to a friend, "I have worked faithfully for the boys, and often thought that they loved me, but they will forget me in a month."

The Professor was wrong; his own recollections should have taught him better; for genuine teachers are never forgotten, and love for them increases with the flight of years.

In the crowd at Fulton Ferry one afternoon, two ladies, one perhaps sixty years of age, the other less than forty, were passed by another lady, whose appearance was venerable and striking; tall and stately, yet benignant, she seemed like one accustomed to direct with gentleness. The younger of the two exchanged salutations with her and remarked a moment afterward to her companion, "That is Miss ———, my teacher twenty-five years ago, a lovely woman, the kindest friend I ever had except my mother; she has been my ideal of a true woman."

How beautiful the tribute of Prof. Masson, in his great lecture on "College Education and Self Education," to his instructors. It was this: "I could count up and name at this moment some four or five men to whose personal influence, experienced as a student, I owe more than to my books, and of whom, while life lasts, I shall always think with gratitude. The image of one silver-haired old man in particular now rises before me—a man not unknown in the history of his country—to whose memory, amid changing forms of fact and thought, I pay my poor tribute of undying veneration. Never, never to be forgotton, that face, that form, gazed on so long! Cold now he lies in a northern grave, and abroad over the British earth walk thousands who, with me, once listened to his voice, and who, when they, too, are old and move heavily will look back, back through the mist of years, fondly toward him and the distant time."

More brief, but not less touching was the reference by Mr. Bancroft to his preceptor, of whom he says: "To-day, though it is seventy years since I passed from his care, my heart warms with affection as I recall his name."

Whether in the primary class, the seminary, or the University, or in that institution in which faithful work often exerts an influence as strong as that of any other form of teaching—the Sabbath school—the genuine teacher is never forgotten. As years glide away the remembrance becomes more fond; a picture, with its harsher lines—if there were any—softened with beauty is ever present to the "mind's eye" of the grateful scholar.—*N. Y. Advocate.*

WHO follows truth carries his star in his brain.—*Alger.*

EDITORIAL.

EXAMINATION FOR STATE CERTIFICATES.

The Board of Examiners for State Certificates will hold a session at Madison, Dec. 26, 27 and 28, 1883, beginning at three o'clock p. m. Dec. 26.

ROBERT GRAHAM,
State Supt.

MADISON, Nov. 28, 1883.

TO SUBSCRIBERS.

The response to our call for remittances from subscribers in arrears, published last month, has been so liberal and prompt that we have concluded to extend the time during which payment may be made at the rate of $1 00 per year to January 1, 1884. This will carry the period beyond the time of the semi-annual meeting of the Association, and no bills will be sent previous to that date.

GRAHAM & CHANDLER.

THE JOURNAL for November had just gone to press when a communication from Pres. T. W. Bicknell announced that the Executive Committee of the National Educational Association had fixed upon Madison, Wis., as the place for holding the meeting of that body in 1884.

This is a compliment for our state. It means that the managers are persuaded that the leading school officers and teachers of Wisconsin are interested in the fact and the problems of public education to that extent, that the Association will be met with most cordial welcome and co-operation. It means that the capital of the state offers a most attractive and convenient place for holding a great national convocation of this character, and an unusually desirable point from which to radiate upon excursions or in which to remain for the summer vacation.

The latter point is beyond a peradventure. The former remains to be vindicated by the action of our teachers, and all others interested in the success of the meeting, not only, but in the cause that Association is seeking to promote, and in the good name and reputation of Wisconsin as a wide-awake, leading and enterprising state in educational matters. Judging from the responses received from the circular of the provisional committee, it is entirely safe to say there is a wide-spread, cordial interest in the proposed gathering. What we need now is *organized* effort, the results of which will be tangible, and perceptible by all visitors. The first thing to do is to make sure of a large attendance from our own state. That is comparatively easy to compass; but nevertheless, systematic work to that end is indispensable. The second thing to do is to secure the largest possible number of life and annual memberships in this association by our best representative men. We ought to present to this Association at least a list of *twenty-five* life members, and one hundred annual members from Wisconsin That would be a material recognition that would be appreciated.

These life members should be representative men in character not only, but in fact also. They should be *elected* to this position largely, by schools, by school-boards, or boards of education, by faculties of colleges, etc., etc. The first response to a suggestion of this kind has already been received from the normal school at Whitewater, who have elected Pres. J. W. Stearns, as their representative, and contributed the amount, $20, to pay the membership fee. Every graded school in the state should follow this example, and every college.

The incidental advantage of identifying all sections and large numbers with the educational movements of the times, will be very great; the schools thus providing for a representative member will be entitled annually to the published volume of proceedings, and through their member will have a voice and vote in the management of the affairs of the association.

The annual memberships should be left for individuals to assume, but a canvass should be made to secure a large number. Forty county superintendents should lead off with enlistment, and a dozen city superintendents should lead or closely follow those. Annual membership costs but $2, and entitles to participate in excursions, and in reduced hotel and railway rates.

We have suggested but one or two features of organized effort. No doubt at the forthcoming meeting of the Wisconsin Teachers' Association at Madison, these, and other measures will receive attention.

At the other end of the line active efforts for a successful meeting are already inaugurated. A consultation of the New England members of the Association was recently called and held in Boston, to consider and devise special features, and general plans. To this several western friends were invited, but the distance and short notice doubtless prevented attendance from this section. A line since received from Pres. Bicknell says: "We have begun to move along the lines of progress for the great meeting at Madison." He will be present at the meeting on December 27th, to tell us just what the "lines" are. In the meantime, through the *N. E. Journal of Education*, we are informed of these two:

"The Executive Board of the National Educational Association, in order to unify all railroad arrangements relating to the National Education Association, has appointed two gentlemen as superintendents of transportation, both having had large experience in this department of work. President W. D. Parker, of River Falls, Wisconsin, is the Western Superintendent of Transportation, and J. M. Hall, Esq., of Providence, R. I., the Eastern. All correspondence relating to railroad arrangements will be made directly with these gentlemen, who are now actively at work in securing the best possible rates of travel to and from all parts of the country and Madison. All arrangements for excursions will be in their hands, and they are authorized to treat with railroad officials in the name of the National Association. Announcements of rates will be made in due time. Meanwhile teachers may be making their plans looking to very favorable rates, so that a great number of teachers and their friends can attend the coming gathering, when the East and West, the North and the South will meet at Madison."

"The Executive Board of the National Association have adopted the following general rules relating to the next annual meeting to be he held at Madison, Wis., July 15-18, 1884:

"'RULE 1. The National Educational Association, which is to meet at Madison, Wis., will commence its sessions Tuesday evening, July 15, and close Friday evening, July 18, 1884.

"'RULE 2. There will be three sessions daily, except on Tuesday, commencing at 9.30 a. m., 1.30 p. m. and 7.30 p. m.

"'RULE 3. The general Association will hold morning and evening meetings, with the exception of Tuesday, when it will hold only an evening session.

"'RULE 4. The Departments will have two afternoon sessions each, as follows: The Departments of Superintendence, Normal School, and Art Education on Wednesday; the Higher, Elementary, and Industrial Departments on Thursday; and all of the Departments on Friday afternoon.

"'RULE 5. Writers of papers will be limited to *thirty minutes, and no person's name will appear on the program who does not pledge his attendance,*—sickness, or other unforeseen or unavoidable reasons alone interfering.

"'RULE 6. Discussions of an hour may follow the reading of each paper.

"'RULE 7. Each writer is expected to present to the Executive Board a copy of his paper read before the Association, at the time of the reading.

"'BY-LAW No. 4. No paper, lecture or address shall be read before the Association, or any of its Departments, in the absence of its author; nor shall any such paper, lecture or address be published in the volume of proceedings without the consent of the Association in each case.'"

WE publish in this issue the programme for the executive session of the Wisconsin Teachers' Association to be held at Madison, commencing Wednesday evening, December 26. The lectures by Profs. Payne of Ann Arbor, and Freeman of the Wisconsin University, and the presence and address of President T. W. Bicknell of Boston, president of the National Educational Association, are attractive features, promising instruction, entertainment and inspiration of rare quality. Miss Stewart will give another chapter of her observations in Europe, with especial reference to industrial education, which will of course be "wine well refined." The topics for reports and discussion are of practical moment and timely, and ought to elicit lively discussions, which will broaden the outlook and clarify the perceptions. The light and heat of clear thought and definite conviction will help very much to dissipate the mists which have gathered around some of these subjects.

The attractions of the programme, together with the importance of making provision for "receiving" the National Educational Association in July next, and to hold a session at some time for the election of officers of the Wisconsin Association, ought to induce all teachers to make special effort to be present at this meeting.

AT the request of Pres. Stearns, we publish a list of the membership of the Wisconsin Teachers' Association. Of course that list can be but approximately correct. We do not understand that the membership of ladies, of whom no fee is exacted, lapses by lack of annual enrollment, and a large number of these are probably still members whose names do not here appear. It is possible, also, that some males enrolled at the winter meeting, in 1882, whose membership will not expire until December, 1883, whose names are not included here. But there are altogether too few of the teachers and school officers of the state in active fellowship with the work and warfare of the Association, for its financial or professional health and prosperity.

That work is the improvement of schools through better teaching, management and supervision of schools, and that warfare is a struggle for professional recognition, and against the tendencies to paralysis and decreasing efficiency almost sure to result from isolation, and neglect of the stimuli to growth derived from association, discussion and comparison of means and methods.

There ought to be such an *esprit du corps* among the school men of the state, that every year a thousand dollars would be remitted to the treasurer, as annual dues, whether attendance at the meeting was practicable or not. With such a basis, the world might be brought to contribute to the professional and intellectual features of the meetings, and these published and scattered broadcast on the wings of the printed page, made to enrich and help the humblest and the highest (if there are such varying ranks) teachers in the commonwealth.

What can be done to secure a better "plant" for the Association?

As THERE is to be no report by the state superintendent published this year, and as the biennial reports hereafter to be published are restricted by law to a certain number of pages, the special reports of county superintendents for the current year will fail to reach the public eye through the usual channel. We have therefore selected, and publish in this issue the principal parts of four of these reports, and commend them to the consideration of our readers. They represent fairly the diverse types of superintendents, and different portions of the state subject to varying conditions, as related to occupations, educational advantages, financial standing, etc.

It is noticeable that two or three refrains are common to all these songs. The indifference of the public, and the need of teachers of higher qualifications, may be mentioned on the one hand, and the increase of professional reading, and the hopeful work of introducing systematic work through a course of study, on the other.

These reports, and the facts which underlie them, are worthy of study by the friends of public schools, and they have a very intimate relation to some of the topics to be discussed at the forthcoming meeting of the Teachers' Association. Supt. Wells writes sharply in challenging some phases of recent thought and practice. It is a glove thrown to some knight of the "new school," that may not be unprofitable to pick up, in an impersonal way. Is any one hit by this smooth stone from the sling of this youth "of a ruddy countenance, and fair to look upon?"

THE two county superintendents of Dane county, H. J. Taylor and F. O. Burdick, and the city superintendent of the city of Madison, S. S. Shaw, united in holding a n institute, Nov. 1, 2, 3, to consider features of graded school work, and was especially designed for graded school teachers. The measure proved to be highly popular and satisfactory. The enrollment reached 119, and included nearly every teacher in the graded schools of the country, who with delegations from adjacent counties filled the largest available room to overflowing. State

Superintendent Graham presided and participated. Pres. Albee, of Oshkosh, and Pres. McGregor, of Platteville, were present. Col. F. W. Parker, of Quincy fame, delivered a stirring and radical address in the Assembly Chamber of the capitol one evening, which was crowded with a very intelligent, and in the main, sympathetic audience. Col. Parker spent part of two days in the institute, and was put upon the stand to "give a reason" for some of the things which he included in his confession of faith, which was a pleasing episode. Mrs. Parker was also present and participated. Taken altogether the Dane county teachers think they have had as good an institute as those of any county. Measured by the number of "great lights" that shot their rays athwart their school-day walks, that would seem to be the case. This is the first of the kind held in the county, and now they say they want one just like it every year.

THE county superintendent of Manitowoc county, was not one of the first to enter strongly upon the work of introducing a course of study into ungraded schools. No effort was made until the project and the problem had been made matters of careful consideration. As we might expect, the conclusion reached after due deliberation was in favor of the scheme, and intelligent effort to carry it into practice. We heard him give his most cordial approval of the plan, at his institute in the summer, and were advised of some of his plans relating to the same. We are gratified, therefore to find the following in the *Manitowoc Pilot*, which he edits. And so "one more county is heard from."

The teachers are surpassing expectation in the success of their efforts in securing an adoption of the Course of Instruction in their schools. There are a few schools working under it so harmoniously as to be a source of pleasure to all parties interested. Some teachers will persist in seeing nothing but the difficulties and these largely of an imaginary nature. In every instance where the teacher started out with the determination to do his best and persevere, he has succeeded admirably, and has found the difficulties very trivial affairs. One of the most successful, found the school board very indifferent and entirely indisposed to give any assistance. But he worked as earnestly as if he had the board's co-operation. His energies attracted their attention and they swung into line and worked with the most gratifying results. That teacher has shown his power and should he continue in the work he need not remain long in a country school.

SUPERINTENDENT NAGLE, of Manitowoc county, has inaugurated a series of union schools, similar to those held in Fond du Lac county by Supt. McLoughlin, during the last two years. At these schools the teachers of a town gather for one or two days, some of them bringing classes with them, with which to exemplify work. A regular programme is carried out, and essays, topics and class exercises are presented and discussed. The first of these schools was recently held at Meeme, and, the Superintendent says, was one of the most successful ever held in that section. There were but few teachers from that and adjoining towns absent and not one person whose name was on the programme failed. We can conceive how such meetings may be made of very great value.

THE regular institute conductors will hold a meeting in the Senate Chamber, Madison, on the afternoon of Friday, December 28th, to consider the character and scope of work in Institutes during the ensuing year. It is desirable that any suggestions relating to that subject which county superintendents or institute workers have to make, or desire to have considered at that meeting, be submitted in writing, in communications addressed to the State Superintendent

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IN view of the fact that several of the features of the programme of the Teachers' Association, have a direct and intimate relation to the work of superintendents, it has been thought advisable to omit the separate convention of city and county superintendents this winter, except as they may be invited to meet for conference in the office of the state superintendent at some time during the period covered by the meeting of the Association.

PRINCIPAL D. O. MAHONEY, of Ontario, Vernon Co., writes us the following note. How much better this record for teachers and school, than one which tells of a change of teachers every term or year.

"I have just closed my thirteenth term of school in this place.

"The fall term has been well attended, both by residents and non-resident students. There has been a marked increase of attendance from the rural districts, and it appears that there is general waking up in this locality for a higher education. Numerous improvements are being made in and about our school building, and we hope to be better able to meet the increasing demand of education in this community."

SOMETIME during the night of Sunday, November 25th, the top of a large brick smoke and ventilating flue, upon the central or main building of the State University, at Madison, was blown over, and fell upon the roof, breaking through the roof and through three ceilings and floors below, making an opening some twenty feet square from the basement to the sky above. The destruction of furniture, maps, charts, &c., was very great, besides the damage to the building, as the falling mass crashed through the hall of the Hesperian society and the recitation rooms of Profs. Allen, Rosenstengel and Williams. It is a matter for devout gratitude that the accident did not occur during the hours when recitations are in progress, or the society holds its sessions. It is appalling to think of the loss of life that might have resulted at such a time. The wind-storm was one of great violence.

OUR BOOK TABLE.

THE time is approaching when teachers will make up the list of newspapers and periodicals which they will take next year. We are careful to recommend no book or periodical that we think is not adapted to the general or specific needs of teachers. We can confidently commend the following and for the

reasons named. Among them all classes may find one or more suited to their wants. Of course every teacher will make up a list of some sort; by uniting with others a sort of circulating library of periodical literature may be established, and a large amount of reading of varied character be secured at small expense.

The Century Magazine, published by The Century Company, 33 East Seventeenth street, New York, is a literary magazine, metropolitan in character, with historical, biographical and descriptive features, is beautifully and profusely illustrated, and discusses with abilty and independence current events, topics of the times, literary, educational and governmental affairs. The new volume began with the November number. The December issue is one of the best ever published, and gives promise that the magazine will be even better in the future, if possible, than in the past. $4.00 per year.

St. Nicholas, published by the same company, is an "Illustrated Magazine for Young People," but its pages are irresistibly attractive alike to the young, the middle aged and the old. We have often commended this as worthy of introduction into every school as supplementary reading to and by pupils, its serials to be used in general exercises as an infallible remedy of tardiness and absenteeism. The sketches of persons, places, events, customs, manners, etc., the stories of travels, the information relating to natural history, natural sciences, mechanics, etc., form a monthly feast that ought to create a positive aversion to the whole dime novel class of literature for all time. $3.00 per year.

Swinton's Story Teller, is a new venture for public favor, published by Swinton, Barnes & Swinton, 20 La Fayette Place, New York. It is designed to be a repository of choice complete tales, published weekly. The first number contains stories by Edward Everett Hale, Harriet Prescott Spofford, "Mark Twain," Alphonso Daudet, A. A. Hays and Edgar A. Poe. It is beautifully printed, large double column pages, and will contain from four to seven stories each week. The editor is the well-known Prof. Wm. Swinton, of text book fame. $4.00 per year.

Good Health, is published by the Good Health Publishing Company, Battle Creek, Mich., is ably edited, and is full every month of valuable information and suggestions relating to the preservation of and restoration to health, and concerning food, clothing, exercise, and to physiology, anatomy, etc., etc. This is one of the most practical and popular publications of this class with which we are acquainted. $1.00 per year.

The Popular Science Monthly, published by D. Appleton & Co., 1, 3, and 5, Bond Street, New York, as its name indicates, is devoted to the discussion of scientific men and matters of current interest and importance, in a manner adapted to the general reader. It takes a wide range with the monthly table of contents, and is indispensable for one who would be thoroughly intelligent as to what is passing in the realm of scientific thought and discovery. The character and standing of the conductors, E. L. and W. J. Youmans, are guarantees of th

ability and practical value of the work. Vol. XXIV began with the November No. $5.00 per year.

Dio Lewis's Monthly, published by Frank Seaman, 68–71 Bible House, New York, is another new candidate for public favor and has a combination of features which cannot fail to attract a large reading patronage. The national reputation of the editor, with his gospel of good health and general humaritarianism, the fearless discussion of dress and dietetic reform, the practical hints for home treatment of weaknesses of various kinds, and many prevailing diseases and epidemics, and the instructive literary department are some of the features alluded to. $2.50 per year.

SEMI-ANNUAL SESSION OF THE WISCONSIN TEACHERS' ASSOCIATION.

Senate Chamber, Madison, December 26–28, 1883.

PROGRAMME.

Wednesday Evening, December 26.

7.30. ADDRESS: Education as a University Study.—Prof. W. H. Payne, Ann Arbor.

Thursday Morning, December 27.

9.00. Opening Exercises.

REPORT: "How can the Schools Secure a More Perfect Supervision?"—Hon. W. H. Chandler.

Discussion, opened by Sup't O. E. Wells, and Pres. D. McGregor.

REPORT: "What Modifications of the School Course do the Times Demand?"—Sup't J. T. Lunn.

Discussion, opened by Sup't H. J. Taylor and Prof. H. C. Howland.

INDUSTRIAL EDUCATION IN EUROPE AND AMERICA.—Miss Sarah A. Stewart.

Discussion.

Afternoon Session.

2.00. ADDRESS: Institution Life for the Deaf and Dumb.—Prof. J. W. Swiler.

REPORT: Moral Education in the Schools.—Advisory Committee.

Discussion, opened by Prof. W. C. Sawyer and Sup't W. E. Anderson.

REPORT: The Teachers' Mission in Awakening in the Community an Interest in School Work.—J. Q. Emery.

Discussion.

Evening Session.

7.30. ADDRESS: The Netherlands and the Rhine.—Prof. J. C. Freeman.

Friday Morning, December 28.

9.00. ADDRESS: By Pres. T. W. Bicknell, of the National Educational Association.

The High School as Related to the Teaching Force of the State.—Prof. S. Shaw.

Discussion, opened by Prof. J. G. Ingalls.

GENERAL BUSINESS.

All lines of railway in Wisconsin will return all members of the Association for one-fifth fare.

HOTEL RATES: The Park Hotel will entertain members for $2 00 and $2.50 per day; Capital House for $1.25 to $1.50 per day.

J. W. STEARNS, *President.*
C. H. KEYES, *Secretary.*
C. F. VIEBAHN, *Ch'r Exec. Com.*

LIST OF MEMBERS

OF THE

WISCONSIN STATE TEACHERS' ASSOCIATION FOR 1883-1884.

As Appears from the Treasurer's Book.

GENTLEMEN.

Albee, Geo. S., Oshkosh.
Backus, L. L., Watertown.
Barker, W. E., Arkansaw.
Bradford, D. A., Hartford.
Brady, Edw., Appleton.
Breed, E. E., Shawano.
Brier, W. J., Plymouth.
Briggs, L. W., Oshkosh.
Buell, I. M., Sun Prairie.
Burton, R. W., Janesville.
Burch, Arthur, Two Rivers.
Boyce, H. H., Chicago.
Chandler W. H., Madison.
Cheney, A. J., Chicago.
Cooley, F. W., Stevens Point.
Cummings, J. H.
Dahlberg, D. W., Madison.
Desmond, W. J., Milwaukee.
Dodson, N. M., Berlin.
Emery, J. Q., Ft. Atkinson.
Fiske, E. O., Beloit.
Flavin, J. T., Watertown.
Folge, Lewis, Manitowoc.
Funk, Lewis, Bay View.
Gaffron, O., Plymouth.
Gittings, W. G., Racine.
Gifford, D. T., Delavan.
Ginn, F. B., Chicago.
Gould, J. H., Oconto.
Graham, Robt., Madison.
Hardy, Albert, La Crosse.
Harrington, D. W., Clintonville.
Haylett, E. G., Menasha.
Herrick, G. M., Chicago.
Hodge, W. A., Ripon.
Hooper, S. A., Milwaukee.
Howitt, John, Waukesha.
Hoyt, J. E., Menominee Falls.
Hutchins, C. A., Fond du Lac.
Hussey, John A., Manitowoc.
Hutton, A. J., Platteville.
Jones, Wm., Clinton.
Jones, W. W., Georgetown.
Kelley, J., Horicon.
Kerr, Alex. C. Prof., Madison.
Keyes, C. H., River Falls.
Kriesel, C. A., Fall Creek.
Leach, Cephas, Kenosha.
Leahy, Jas., Random Lake.
Leith, J. A., Appleton.
Livingston, J. W. Dodgeville.
Lunn, J. T., Ironton.
Martin, R. W., Oshkosh.
Martin, H. C., Darlington.
Maxson, H. D., Whitewater.
McGregor, D., Platteville.

McCollum, Walter, Chicago.
McNamara, D. W., Montello.
McMynn, J. G., Racine.
Minaghan, W. B., Chilton.
North, A. F., Pewaukee.
Nye, Chas. H., Platteville.
Paine, W. W., Madison.
Parker, W. D., River Falls.
Pray, T. B., Whitewater.
Reilley, John, Milwaukee.
Reilley, T. W., Oshkosh.
Sawyer, W. C., Oshkosh.
Scollard, J. G., Kewaunee.
Schuler, D., Milwaukee.
Smith, A. J., Menominee Falls.
Smith, A. W., Wauwatosa.
Smith, E. R., Manitowoc.
Smith, F. W.
Smith, H. R., Richland Centre.
Spoor, Kirk, Brandon.
Sprague, A. R., Racine.
Steele, G. F., Depere.
Stearns, J. W., Whitewater.
Stearns, E. F., Chicago.
Stewart, I. N., Port Washington.
Thayer, J. B., River Falls.
Turner, J. M., Mayville.
Twining, N. C., Monroe.
Viebahn, C. F., Watertown.
Wattawa, J., Kewaunee.
Webb, Lindsey, Milwaukee.
Wells, Oliver E., Manawa.
Wernick, E. V., Hillsborough.
Westgate, Floyd, Manitowoc.
Whitford, W. C., Milton.
Whitney, H. M., Beloit.
Wright, A. O., Madison.
Young, F. G., Elkhorn.

LADIES.

Allen, L. K., Minnneapolis.
Ashby, Hattie, Sheboygan.
Bacon, Hattie E., Manitowoc.
Bates, Lizzie.
Bergwalt, Charlotte, Milwaukee.
Berry K., Waldo.
Boyle, Hannah, Berlin.
Bender, L. M., Oconomowoc.
Bresler, Julia, Manitowoc.
Buell, Mrs. I. M., Sun Prairie.
Burnett, Aggie.
Burch, Mrs. A., Two Rivers.
Campbell, Anna M., Berlin.
Carle, Etta, East Troy.
Cooke, Jennie S., Neenah.
Cooke, Mrs. Ada R., Whitewater.
Cole, Clemence, Milwaukee.
Conklin, M. E.
Church, F. M.
Corbett, L.
Darrow, Delia E., Milwaukee.
Davis, M., Winneconne.
Donohue, Kate, Sheboygan.
Dynes, Jane M., Milwaukee.
Fisher, Frances, Sauk City.
Ford, Lucy, Winooska.
Graves, Mrs. M. B., Appleton.
Gagnon, Agnes, Sheboygan.
Geer, Mary, Menasha.
Grashorn, Pauline, Mayville.
Griffith, Nettie, Sheboygan.
Hayes, Mary, Eden.
Hosford, Margaret, Eau Claire.
Hosford, Agnes.
James, Sarah, Oshkosh.
Kane, Sadie.
Kern, Addie, Oconomowoc.
Lilly, Catharine, Whitewater.
Lindenzwerg, Addie, Sheboygan.
Magee, J. A., Oconto.
Maloney, Mary A., Neenah.
Manning, Myra, Oshkosh.
McCutchan, M. L., Milwaukee.
Maxson, Mrs. H. D., Whitewater.
Murdock, Mary E., Oshkosh.
Netherwood, Emma, Oconto.
Niquette, Lucy, Two Rivers.
O'Grady, Verona, Manitowoc.
Phalen, Esther, Sheboygan.
Phalen, Katie, Sheboygan.
Phalen, Mary, Sheboygan.
Quinlan, Libbie, Milwaukee.
Reudeburch, Emma, Mayville.
Richter, Amelia, Manitowoc.
Rodee, Alice.
Schoenman, Minnie.
Schoenman, Emma.
Schreiber, Marie, Oshkosh.
Seward, Bessie, Harvey.
Sherwood, Alma, Sheboygan.
Steele, L., Milwaukee.
Stewart, S. A., Milwaukee.
Stiles, Eva, Lake Mills.
Strong, B. A., Appleton.
Sutton, C. A. Columbus.
Spencer, Fannie M., Madison.
Taylor, F., Plymouth.
Terry, Jane L., River Falls.
Thien, E. A., Milwaukee.
Tracy, Mrs. S. M., Platteville.
Tupper, Kate E. N., Whitewater.
Van O'Linda, M. G., Neenah.
Walbridge, Fannie, Baraboo.
Walsh, Katie, Two Rivers.
Weeks, Mary, Plymouth.
Walsh, M., Two Rivers.
Willgus, Lucy, Sheboygan.
Wooster, Elizabeth, Palmyra.
Wright, S.
Wells, Mrs. O. E., Manawa.
Webster, E., Winneconne.

NOTES.

Miss Edith Bennett, a graduate of the Platteville Normal School, is doing excellent service as assistant in the High School at Bay View. Her earnest devotion to the interests of her pupils is winning for her many friends.

The departments of the Bay View schools are full, to overflowing. The additional school building about to be erected, will probably be ready for occupancy by next January. The schools have been under the present management during the last decade.

Milton College has at last obtained the endowment fund of $10,000 through the efforts of friends of the college. This fund will secure an additional $10,000 from Col. Babcock of Plainfield, N. J., thus bringing up the total endowment of that institute to a little over $30,000.

Some of the teachers of this county, now on their first term, are doing work it would be well for the older ones to pattern after. There are earnestness and intelligence in what they do, and there is an activity among their pupils that cannot fail to be fruitful of good results. Inquiry of the local book dealers reveals the fact that all the works on teaching sold by them have been to these young teachers. Their schools are to be congratulated on having secured the services of teachers thus conscious of their duties.— *Manitowoc Pilot.*

Supt. Dike is arranging for the publication of a monthly educational journal, devoted to the interests of the schools of the county. The first number will be issued the first part of December, and the superintendent proposes to continue the same during the present school year, of ten months.

For some time Grube's method has been used in the Two Rivers schools. At first the teachers say it was difficult to give it any degree of interest for the pupils. But the teachers persisted until they fully comprehended the system themselves. They showed, during the Teachers' Institute, that the subject received considerable attention at their hands. Work is now done according to the system in their schools, and no one can hear the little ones recite in numbers without being deeply impressed with the excellence of this system as a means of mental development. It leads to thought, expression of ideas, and correctness of language. It will pay teachers in the neighborhood of Two Rivers to witness a recitation in numbers and learn the possibilities of Grube's method.— *Pilot.*

"When our Republic rose, Noah Webster became its schoolmaster. There had never been a great nation with a universal language without dialects. The Yorkshireman can not now talk with a man from Cornwall. The peasant of the Ligurian Appennines drives his goats home at evening, over hills that look down on six provinces, none of whose dialects he can speak. Here, five thousand miles change not the sound of a word. Around every fireside, and from every

tribune, in every field of labor and every factory of toil, is heard the same tongue. We owe it to Noah Webster's Spelling Book and Dictionaries. He has done for us more than Alfred did for England, or Cadmus for Greece. His books have educated three generations. They are forever multiplying his innumerable army of thinkers, who will transmit his name from age to age. Only two men have stood on the New World whose fame is so sure to last — Columbus, its discoverer, and Washington, its savior. Webster is, and will be, its great teacher; and these three make our trinity of fame."

THE next meeting of the National Educational Association will be held at Madison, Wisconsin, July 15-18, '84. Arrangements have been made that look to a most successful meeting; there is no debt on the Association; excellent speakers have been secured; the railroad arrangements will astonish everybody; excursions to the Yellowstone, to Oregon, Alaska, Lake Superior, and California are promised at very low rates. It is believed that 3,000 persons will assemble, at the very lowest estimate. Let this early notice arouse the teachers.— *N. Y. School Journal.*

THE education which we need is largely education in language. Language is not only the form of thought, but it represents the very body of thought itself. All possible achievements of thought are expressed in language; and no single achievement of thought, therefore, in science nor art, nor study, can possibly furnish so copious a discipline of thought, a discipline so rich, so varied, so comprehensive, so complete, as language itself. Teach the child language, then. Teach him his mother tongue. Give room, give more room for writing, reading and spelling in our schools. We need not disparage scientific and practical education, but this comes later and belongs properly to the grace of the professional school. Common schools are not professional schools, and we make a great mistake if we start the professional training too soon.— *President Seelye.*

VAN ANTWERP, BRAGG & CO., Cincinnati and New York, have just published a "Two Book Series of White's Arithmetics,— *An Elementary Arithmetic* and a *New Complete Arithmetic.* The elementary book covers the ground of the first two books of the author's three-book series, with the first lessons slightly abridged. It presents thorough drills in all elementary processes, with both intregal and fractional numbers, and includes those practical operations of numbers which are most frequently used in business and common life. The *New Complete Arithmetic* presents a short course suited to a vast number of pupils who leave school early. This admirable "Two-Book Series" meets a growing demand for such books. The same enterprising house have also published the New Eclectic Series of Geography in "two books." The first book is *Elementary;* the second is called *The Complete Geography.* They are books of rare excellence and beauty. Coming latest in the series of revised Geographies, they include some features not included in other series, and have profited by experience of others. Send for a copy of these books for examination.

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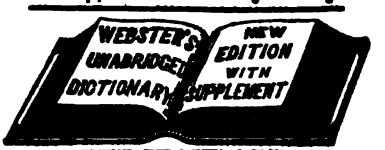

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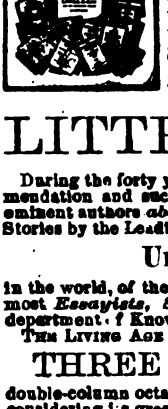

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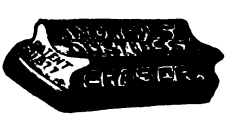

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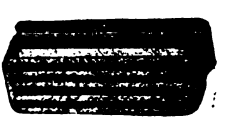

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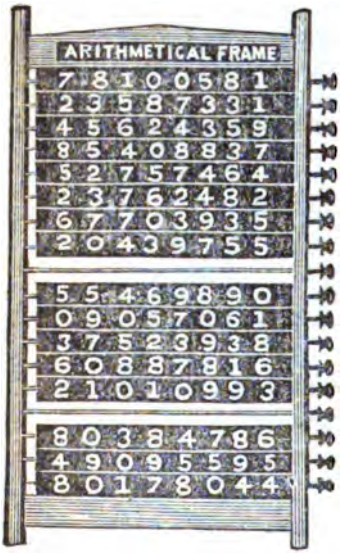

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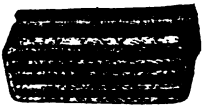

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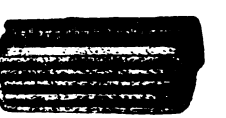

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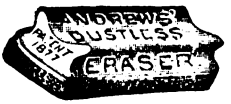

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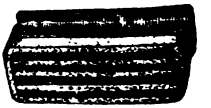

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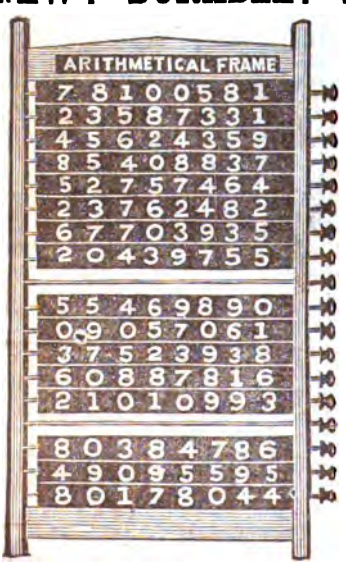

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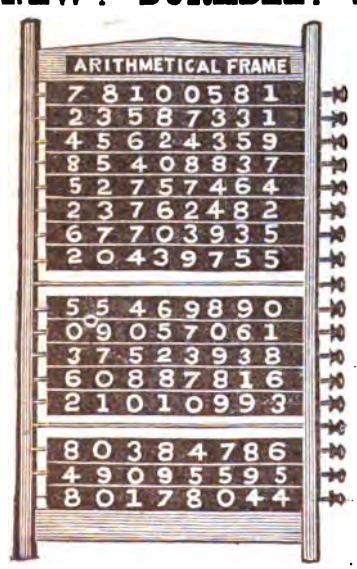

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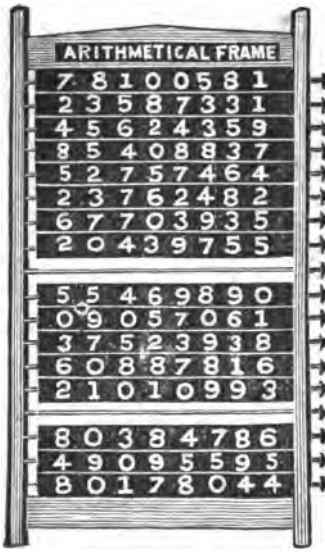

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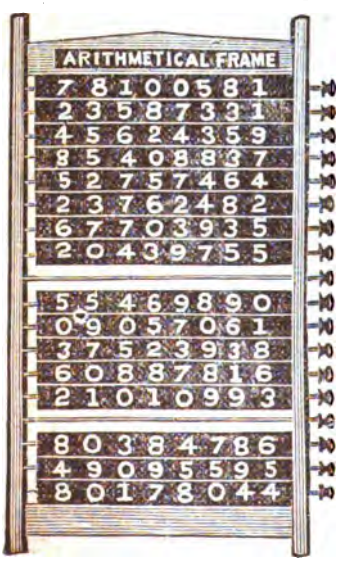

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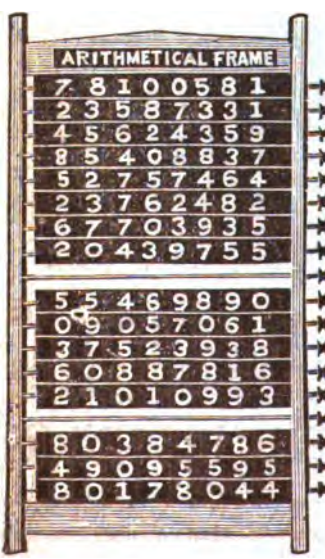

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TERMS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulations for the admission of students to any State Normal School:

1. Each assembly district in the state shall be entitled to eight representatives in the Normal Schools, and in case vacancies exist in the representation to which any assembly district is entitled, such vacancies may be filled by the president and secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the county superintendent of the county (or if the county superintendent has not jurisdiction, then the nomination shall be made by the city superintendent of the city) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the superintendent, to the secretary of the board.

3. Upon presentation of such certificate to the president of a State Normal School, the candidate shall be examined, under the direction of said president, in the branches required by law for a third grade certificate, except history and theory and practice of teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the president may require of good health and moral character, and after subscribing to the following declaration:

I, —— ——, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this state.

4. No person shall be entitled to a diploma, who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the president of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

THE TERMS OF BOARD AT EACH LOCALITY ARE MODERATE.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

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